DOCUMENT RESUME

ED 356 633 FL 021 122

TITLE	The Story of California. Student Workbook. Teacher's Edition = Libro de Trabajo de La Historia de California. Edicion del Maestro.
INSTITUTION	Gray (Naomi) Associates, Inc., San Francisco, CA.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	84
CONTRACT	300-82-0322
NOTE	107p.; For related documents, see FL 021 117-124.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Multilingual/Bilingual Materials (171)
LANGUAGE	English; Spanish
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Audiovisual Aids; Classroom Techniques; Demography; *Economic Development; Ethnic Groups; Foreign Countries; *Geography; Intermediate Grades; International Relations; Junior High Schools; Limited English Speaking; Middle Schools; *Migration Patterns; Minority Groups; Problem Sets; Spanish; *Spanish Speaking; *State History; United States History; Urban Schools; Worksheets
IDENTIFIERS	*California; California Gold Rush; Mexico; Spain

ABSTRACT

The workbook is designed to accompany a textbook, "The Story of California," a Spanish-English bilingual history and geography of the state intended for classroom use by limited-English-proficient, native Spanish-speaking students in California's urban middle schools. The teacher's edition, presented here, consists of reproductions of 51 separate worksheets with answers provided. The worksheets are geared to the 10 chapters of the textbook, whose topics are: California's location on the earth and the characteristics of its people; the state's geography; the first people in California; the advent of the European explorers and settlers; Spanish movement from Mexico into California, and colonization; the end of Spanish government in California and the beginning of Mexican government of the area, including the history of the missions and the Indians; statehood; the California Gold Rush; the impact of the industrial revolution; and use of the land from the 1850s to the present. Each worksheet contains some questions in English and some in Spanish. (MSE)

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Student Workbook for The Story of California

Libro de Trabajo de La Historia de California

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STUDENT WORKBOOK

FOR

THE STORY OF CALIFORNIA

TEACHER'S EDITION

LIBRO DE TRABAJO

DE

LA HISTORIA DE CALIFORNIA

EDICION DEL MAESTRO

Produced by

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ACKNOWLEDGEMENTS

Special thanks are due to the team of teachers from the San Francisco Unified School District who designed the structure and format for the worksheets and who gave invaluable insights about the students for whom the materials are written: Lydia Baranda-Larin, Nick Bartel, Sandy Calvo, Manuel Colón, Franklin Courtade, Roberto Lemus.

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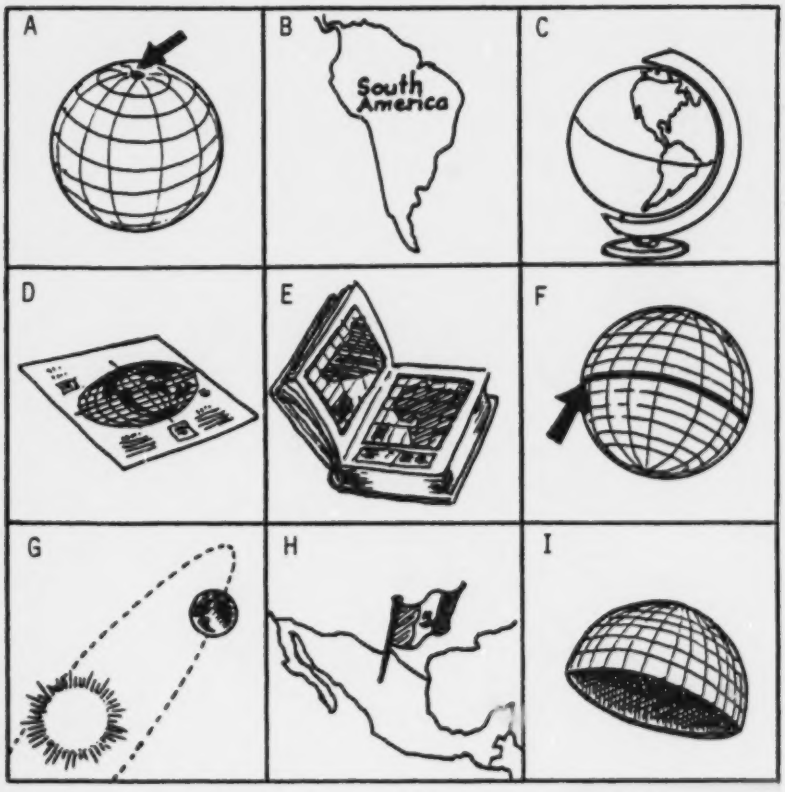
The Story of California
Chapter 1: pages 1 - 7
"The Earth, Globes and Maps"
WORKSHEET 1

NAME _____

DATE _____

I. Match each sentence with a picture.



E 1. A book of maps is called an atlas.

C 2. A globe is a model of the earth.

I 3. A hemisphere is one half of a sphere or ball.

A 4. The North Pole is at the top of a globe.

B 5. A continent is a very large land area.

D 6. A map shows the earth but on a flat piece of paper.

F 7. The Equator is a line around the middle of the earth.

H 8. Mexico is a country.

G 9. Our planet is like a big ball going around the sun.

II. Put T (for TRUE) or F (for FALSE) on the line next to each sentence.

T 1. A globe is round like the earth.

F 2. The South Pole is at the top of the globe.

T 3. The world is a planet going through space.

F 4. The Equator divides the globe into the Eastern and Western Hemisphere.

F 5. There are seven oceans in the world.

T 6. When we look at a globe, we can see more water area than land area.

F 7. North America is in the Eastern Hemisphere.

T 8. A map can show land areas and water areas.

WORKSHEET 1

III. Name the parts of the globe.

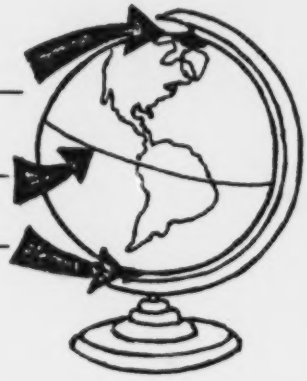
1. Eastern Hemisphere

2. Northern Hemisphere

3. Southern Hemisphere

4. Western Hemisphere

5. North Pole
6. Equator
7. South Pole



IV. Llena el espacio en blanco dentro de cada uno de las oraciones que siguen.

1. Las masas terrestres más grandes se llaman los continentes.
2. En un atlas se encuentran muchos mapas de varias partes del mundo.
3. El océano Pacífico queda cerca de California.
4. Hay cuatro grandes masas de agua llamadas océanos.
5. La esfera es una pequeña representación del globo terrestre.
6. La mayor parte de la tierra se divide en países independientes.
7. Un mapa es una representación de la tierra sobre una superficie plana.
8. Un planeta es como una gran pelota lanzada por el espacio.

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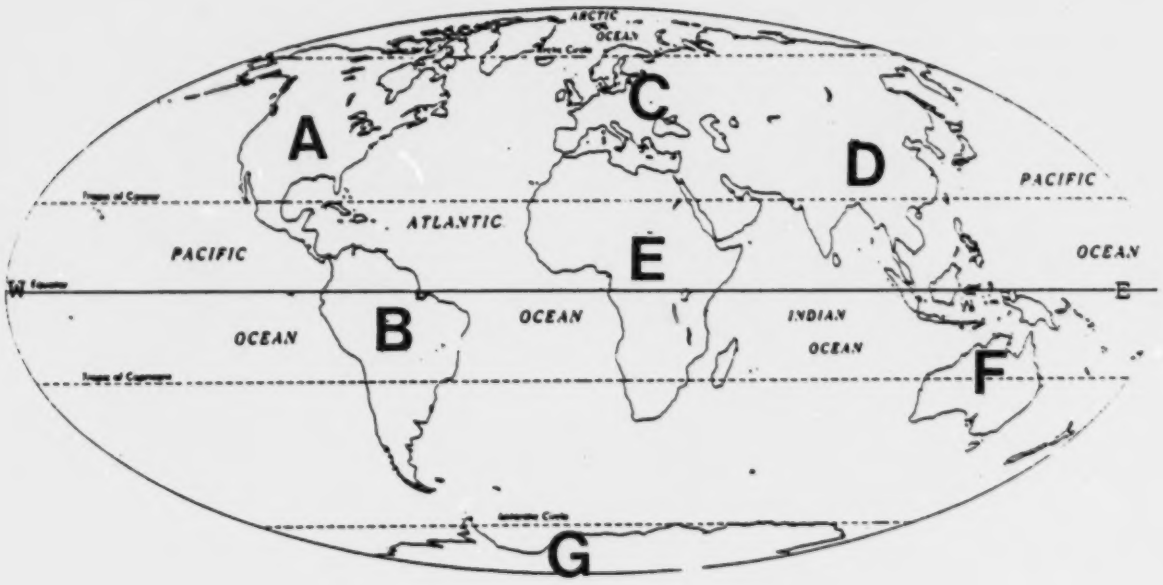
The Story of California

Chapter 1 : Pages 8-13
"Land Areas and Water Areas", "Continents"
WORKSHEET 2

NAME _____

DATE _____

I. NAME THE CONTINENTS



C Europe
F Australia
A North America
E Africa
D Asia
G Antarctica
B South America

II. Answer the questions.

1. Which continents touch the Equator? South America, Africa
2. Which continent is at the South Pole? Antarctica
3. Which Ocean is between Africa and Australia? the Indian Ocean
4. Which continent do we live on? North America
5. Which continent is the biggest? Asia
6. Which continent is the smallest? Australia
7. Which ocean is near the North Pole? the Arctic Ocean
8. Which ocean is between South America and Africa? the Atlantic Ocean

WORKSHEET 2

Look at the picture on the right. The numbers in the circles correspond to the features listed below:

1. Mountain Range
2. Mountain
3. Valley
4. Hill
5. Coast
6. Beach
7. River
8. Lake
9. Waterfall
10. Bay
11. Island
12. Peninsula
13. Ocean

Now look at the map on the right. This is a map of the same land and water that are shown in the picture. Write the correct numbers in the blank circles on the map.

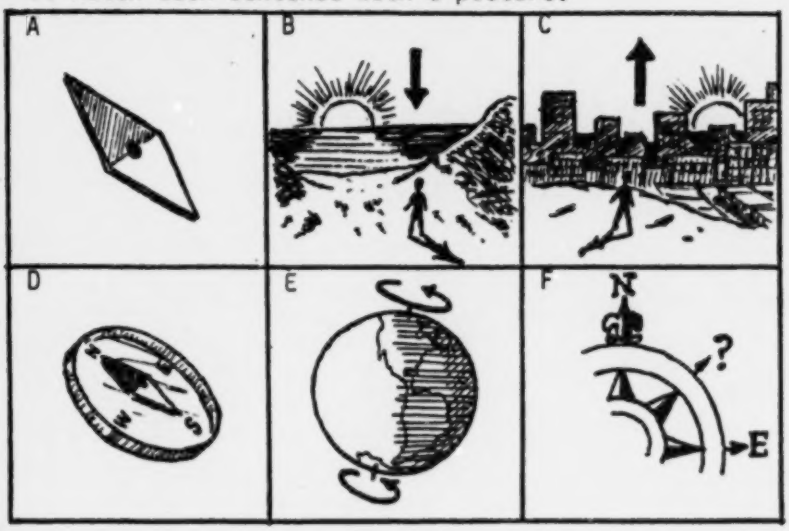
The Story of California
Chapter 1: pages 14-17
"Directions on A Map"

WORKSHEET 3

NAME _____

DATE _____

I. Match each sentence with a picture.



D 1. A compass can help us find directions.

A 2. The compass needle always points to the North.

C 3. The sun rises in the East.

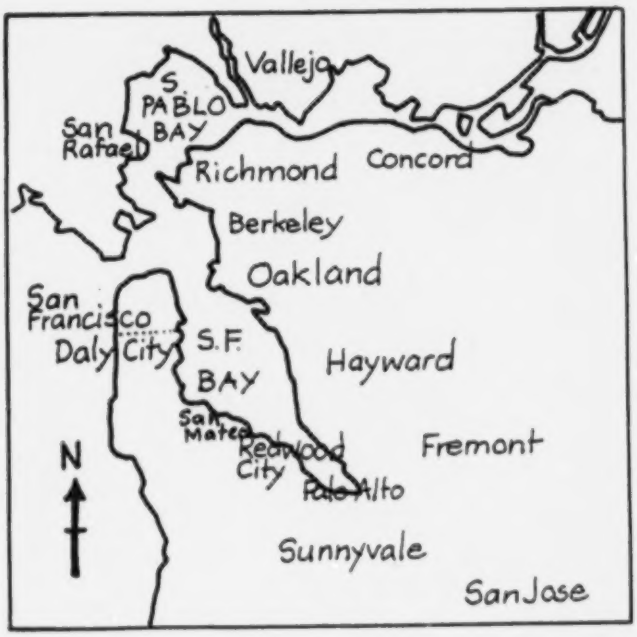
B 4. The sun sets in the West.

F 5. Northeast is the direction between East and North.

E 6. The earth is always turning.

II. Este mapa muestra las posiciones relativas de varias ciudades alrededor de la Bahía de San Francisco. Llena los espacios en blanco dentro de cada oración, usando el mapa.

1. San Rafael está al este de la Bahía de San Pablo.
2. Berkeley está al norte de Oakland.
3. Daly City está al sur de San Francisco.
4. San Rafael está al oeste de Richmond.
5. Fremont está al noroeste de Palo Alto.
6. San Jose está al sureste de San Mateo.



WORKSHEET 3

III. Fill in the blanks with the correct directions:

1. The Pacific Ocean is west of California.
2. Europe is north of Africa.
3. The Indian Ocean is east of Africa.
4. The Indian Ocean is south of Asia.
5. The Arctic Ocean is north of Europe.
6. Antarctica is south of Africa.
7. Europe is east of North America.
8. The Pacific Ocean is west South America.
9. Asia is northeast of Africa.
10. South America is southeast of North America.

IV. Look at the world map above and answer the questions:

1. Which continent is southeast of Asia? Africa
2. Which ocean is west of South America? the Pacific
3. Which ocean is west of Europe? the Atlantic
4. Which continent is northwest of South America? North America
5. Which continent is at the South Pole? Antarctica
6. Which ocean is at the North Pole? the Arctic Ocean

The Story of California
Chapter 1: pages 18-19
"Distance on a Map"
WORKSHEET 4

NAME _____

DATE _____

I. MEASURING IN MILLIMETERS

Measure these lines in millimeters. Above each line write its length in millimeters (mm).

(1) 10

(2) 35

(3) 53

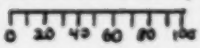
(4) 165

(5) 60

(6) 3

(7) 43

II. ESTIMATE THE MILES

Measure these lines with a ruler and tell how many millimeters they are. Then use the scale to change them into miles. Miles: 

1. Line A	——	10 mm	40 miles
2. Line B	————	42 mm	168 miles
3. Line C	——	13 mm	52 miles
4. Line D	————————	52 mm	208 miles
5. Line E	————————————	78 mm	312 miles
6. Line F	————————————————	110 mm	440 miles

WORKSHEET 4

III. Here is a map of the United States, except for Alaska and Hawaii. Use the scale of miles to estimate the distance between these cities.

1. About how far is it from San Francisco to Washington, D.C.? 2,375 miles
2. About how far is it from Los Angeles to Seattle? 875 miles
3. About how far is it from Houston to New York? 1,375 miles
4. About how far is it from Boston to Portland? 2,440 miles
5. About how far is it from Salt Lake City to Atlanta? 1,560 miles
6. About how far is it from San Francisco to Miami? 2,440 miles
7. About how far is it from Kansas City to St. Louis? 240 miles
8. About how far is it from San Francisco to Los Angeles? 500 miles
9. Which city is the farthest from San Francisco? Boston
10. Which city is closest to the center of the United States? Kansas City

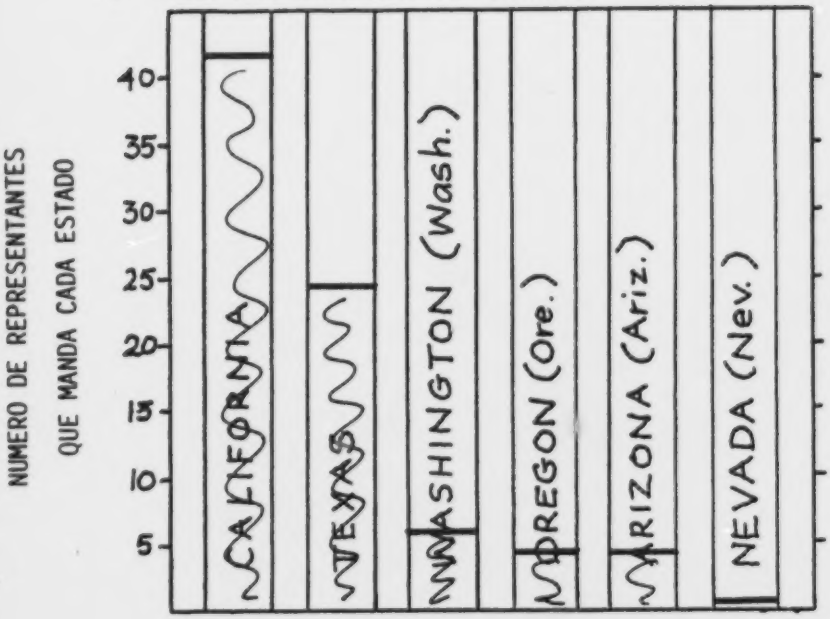
The Story of California
Chapter 1; pages 20-31
"Our Country, Our State, The People"

WORKSHEET 5

NAME _____

DATE _____

1. HAZ UNA GRAFICA DE BARRAS.



Cada estado de los EE.UU. manda cierto número de representantes al Congreso federal. Usa la información contenida en el mapa en la página 22 para hacer una gráfica aquí al lado, como aquellas en las páginas 28,31. En esta gráfica, 2mm =1 Representante, de modo que la barra que representa Oregon tendría 8 mm. de alto. Marca la cima de cada barra con una regla, guiándote con las escalas a cada lado de la gráfica.

II. Fill in the blank space in each sentence using the words from the boxes below.

1. Each representative serves for a total of two years.
2. The President is the leader of the U.S. government.
3. Members of Congress are called lawmakers.
4. California is divided into 58 counties.
5. Each state has two senators who serve for six years.
6. California has the largest population.

senators	lawmakers	President
population	representative	counties

WORKSHEET 5

III. Write T (for "True") or F (for "False") on the line next to each sentence.

T 1. Congress is the part of the government that makes the laws.

F 2. California is the largest state.

F 3. The President is the leader of the state government.

T 4. Alaska has the smallest population of any state.

T 5. Almost three million people live in Los Angeles.

F 6. California has more Senators than any other state.

F 7. Each state makes its own money and stamps.

T 8. The state government of California has its main offices in Sacramento.

IV. COMPLETA UNA GRAFICA CIRCULAR

Esta grâfica representa la población de las 5 ciudades mâs grandes de California. Sugûn la informaciôn contenida en la grâfica en la pagina 31, escribe el nombre de cada ciudad en la parte del cîrculo que representa su porciôn de la población total.

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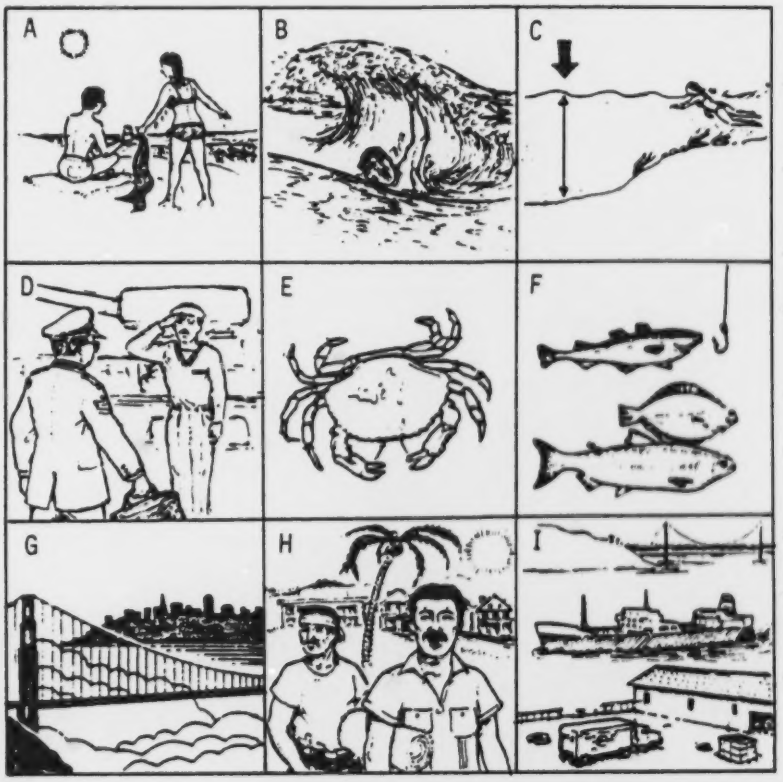
The Story of California
Chapter 2: pages 36-39
"The Coast"
WORKSHEET 6

NAME _____

DATE _____

I. Match the picture with the sentence.



A 1. They like to go to the beach.

G 2. There is a bridge across the Golden Gate.

C 3. This water is deep.

E 4. Do you like to eat crab meat?

F 5. They caught many fish.

I 6. The ship is coming into the harbor.

H 7. It is nice weather today.

B 8. It is not safe to swim there.

D 9. Those men are in the U.S Navy.

II. TRUE / FALSE Put T or F on the lines.

___ 1. There are many long, sandy beaches in Northern California.

___ 2. During bad weather, ships are safer out on the Pacific Ocean.

___ 3. There are only two good harbors in California.

___ 4. The coast of California is about 100 miles long.

___ 5. The weather in Southern California is usually colder than in Northern California.

___ 6. San Francisco Bay is larger than San Diego Bay.

___ 7. The Golden Gate Bridge goes across the Los Angeles Harbor.

___ 8. The water in the ocean is salty. We can't drink ocean water.

WORKSHEET 6

III. Fill in the blanks in the sentences below, using a word from the vocabulary list.

1. Mountains are high and valleys are low.
2. The coast has many harbors for boats to stay in.
3. California is not too wide, but it is very long.
4. California is so rich and beautiful, it is called "The Golden State".
5. It is not safe for a big ship to go into a little harbor.
7. People go to Southern California beaches most of the year because the is so mild.
8. Fishing is a big coastal business in California.

valleys	mild	long	Navy
Golden	harbors	safe	business

IV. Answer these questions:

1. What are the names of three famous harbors in California?

   San Francisco, Los Angeles, San Diego

2. Which harbor was not a good natural harbor?

   Los Angeles

3. How did people make it a good harbor?

   People made a long stone wall out into the ocean.

4. What do fishermen get from the ocean?

   Fish.

5. What are three big businesses along the coast of California?

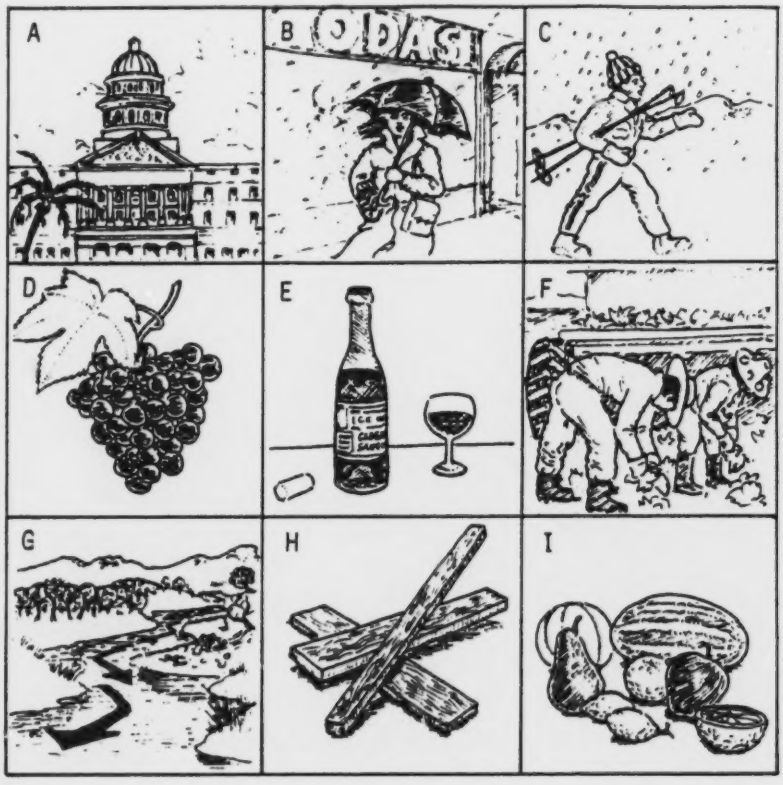
   Fishing, harbors, tourists

The Story of California
Chapter 2: pages 40-43
"Coastal Mts. & Central Valley"
WORKSHEET 7

NAME _____

DATE _____

I. Match the picture with the sentence.



D 1. These are grapes.

E 2. Don't drink too much wine.

H 3. We need lumber to build houses.

C 4. It is snowing in the mountains.

B 5. It is raining along the coast.

A 6. Sacramento is the capital of California.

F 7. These are farm workers.

I 8. Many kinds of fruit can grow in California.

G 9. The rivers flow into the Bay.

II. TRUE / FALSE Put T or F on the lines:

T 1. There are mountains along most of the coast of California.

F 2. It snows a lot in Southern California along the coast.

F 3. There are many lumber companies working in Southern California.

T 4. Farmers near San Francisco grow grapes which make good wine.

F 5. Farmers usually have their farms on the tops of the hills and mountains.

T 6. The capital of California is in the Central Valley.

F 7. The Central Valley is about 50 miles long.

F 8. The climate in the Central Valley is excellent for farming because it rains a lot.

WORKSHEET 7

IV. Fill in the blanks using the words from the vocabulary list.

1. Sacramento is the capitol of California.
2. The Central Valley is in the middle of California.
3. The Central Valley is about 450 miles long.
4. The climate is good farming.
5. The lumber companies cut down the trees and sell the wood.
6. The farmers of the Central Valley raise animals.
7. Grapes are grown in the valleys of Northern California.
8. The mountains of Northern California are the highest in the state.
9. Wheat is important for making bread.
10. Peaches, carrots and wheat are important state crops.

climate
miles
middle
lumber
capitol
grapes
animals
wheat
crops
Northern

V. Answer these questions. Look in the book if you need help.

1. Which place has the most flat land: the Central Valley or the valleys in the coastal mountains?
   the Central Valley
2. What are some of the crops grown in the Central Valley?
   wheat, rice, peaches, carrots, cotton
3. Do farmers grow lemons and oranges in northern California or southern California?
   in Southern California
4. What are the two big rivers that run through the Central Valley?
   the Sacramento and the San Joaquin rivers
5. Which big river in the Central Valley flows north?
   the San Joaquin river
6. How long is the Central Valley? How wide?
   It is 450 miles long and 50 miles wide.

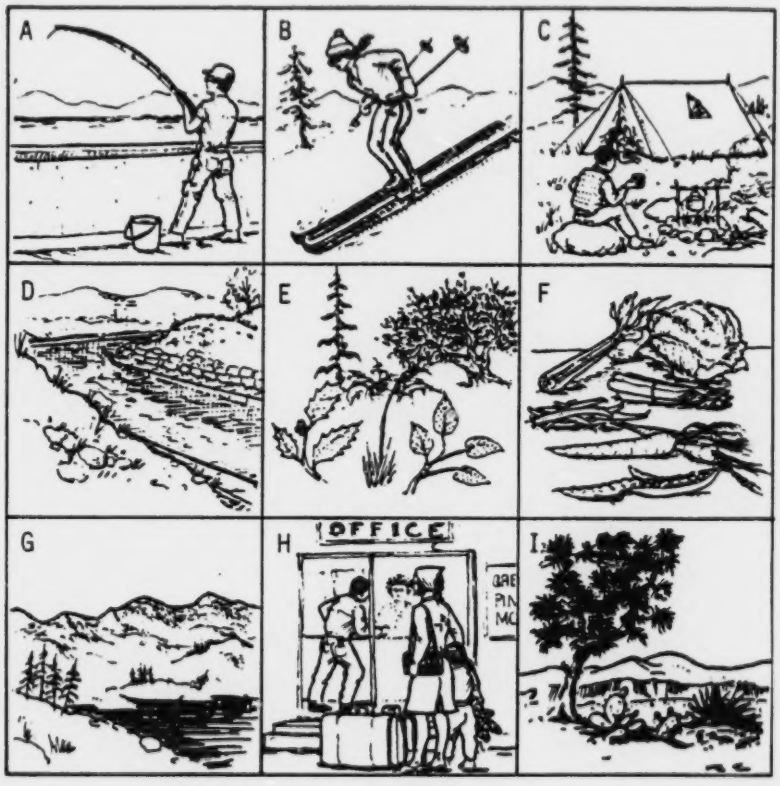
The Story of California
Chapter 2: pages 44-47
"Sierra Nevada Mts. & the Desert"

WORKSHEET 8

NAME _____

DATE _____

I. Match the picture with the sentence.



B 1. She is skiing.

C 2. They are camping.

A 3. He is fishing.

E 4. These plants grow in the mountains.

F 5. The farmers grow these vegetables.

D 6. The canal brings water from Northern California.

I 7. Few people live in the desert.

H 8. The family found a good hotel.

G 9. That Mountain range is very high.

II. FILL IN THE BLANKS:

1. A man-made river is called a canal.
2. The desert is a very dry place.
3. Death Valley is 279 feet below sea level.
4. Plants and animals cannot live without water.
5. Some mountains have snow on them at all times during the year.
6. Tourists often stay over-night in a hotel.
7. People like to go to the desert during the winter because of the warm climate. It is cold in other places.
8. There are large, beautiful parks in the mountains. People can visit these parks.
9. The weather is hottest during the summer.

snow
water
canal
level
hotel
visit
winter
summer
dry

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WORKSHEET 8

III. Use the big maps of California and the USA in your classroom to mark the following places and features on the map below. Use a dot (•) to mark the cities. Use a blue pen or pencil to mark the rivers and bodies of water, a brown one for the valleys, mountains and deserts, and a red one for the cities, states and countries.

Mountains	Bodies of Water
Coastal Mountains	Pacific Ocean
Sierra Nevada	Lake Tahoe
Cascade Mountains	Salton Sea
Mount Whitney	
Valleys and Deserts	**Rivers**
Central Valley	Sacramento River
Imperial Valley	San Joaquin River
Death Valley	Colorado River
Mojave Desert	
States and Countries	**Cities**
Oregon	Sacramento
Nevada	San Francisco
Arizona	Los Angeles
Mexico	San Diego

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The Story of California
Chapter 2 : pages 48-49
"Natural Resources"

NAME _____

DATE _____

WORKSHEET 9

I. Responde a cada pregunta con la palabra o la frase adecuada.

1. ¿Qué especie blanca se usa mucho? _____
2. ¿Cuál recurso es líquido y negro? el petróleo
3. ¿Qué mineral vale mucho? el oro
4. ¿Cuáles son algunas cosechas importantes de California? las naranjas, el algodón, el trigo, las uvas, los xitomates
5. ¿Cuáles son algunos recursos naturales de California? la madera, los minerales, los mariscos, el petróleo (etc.)
6. ¿Qué palabra significa lo mismo que "usar"? utilizar
7. ¿Cuáles animales son criados en California? los reses, las aves de corral, las ovejas
8. ¿Para qué se usan las piedras de California? para construir edificios

II. Look at the natural resources map on page 48 of your book and answer the questions:

1. Gold is found _____.
   a. along the coast
   b. in the Central Valley
   c. in the Sierra Nevada Mountains
   d. in the desert

2. Oil is found mostly _____.
   a. in Northern California
   b. in the Sierra Nevada Mountains
   c. in the Pacific Ocean
   d. in Southern California

3. Lumber is found mostly _____.
   a. in the desert
   b. in Northern California
   c. in the Central Valley
   d. in Southern California

4. Natural gas (used for cooking and heating) is found _____.
   a. all over California in many places
   b. in the Central Valley
   c. only along the coast
   d. in a few places in both Northern and Southern California

5. Salt can be found _____.
   a. in the desert and near San Francisco
   b. in the Central Valley
   c. in the Sierra Nevada Mountains
   d. only along the coast

WORKSHEET 9

III. Look at the map of California's important crops on page 49 and answer the questions:

1. Lemons and oranges are grown mostly _____.

   a. in Northern California
   b. in the desert
   c. in the Central Valley
   d. in Southern California

2. Rice is grown mostly _____.

   a. in the Central Valley
   b. in the Coastal Mountains
   c. in the desert
   d. in the Sierra Nevada Mountains

3. Cattle (cows) are raised _____.

   a. in many parts of California
   b. only in the Coastal Mountains
   c. only in the Central Valley
   d. only in Northern California

4. Which of these foods is NOT a fruit?

   a. Apples
   b. Lettuce
   c. Grapes
   d. Pears

5. Which crop is NOT shown on the map?

   a. Grapes
   b. Wheat
   c. Bananas
   d. Rice

6. Which animal gives dairy products?

   a. Horses
   b. Pigs
   c. Chickens
   d. Cows

7. If you wanted to be a cotton farmer, where would you want to buy land?

   a. In the Sierra Nevada Mountains
   b. In the Central Valley
   c. Along the coast
   d. In the mountains of Northern California

8. Which natural resources are the most important to farmers?

   a. Salt and other minerals
   b. Oil and gas
   c. Good farmland and water
   d. Gold and building stones

9. If a lot of grapes are grown in one year, the cost of grapes will probably become _____.

   a. more expensive
   b. cheaper
   c. the same as always
   d. free

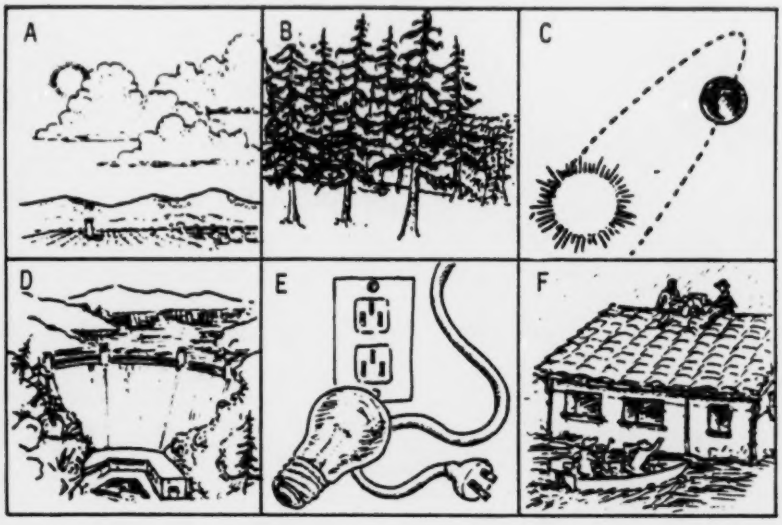
The Story of California
Chapter 2: Pages 50-55
"Climate and Rainfall"

NAME _____

DATE _____

WORKSHEET 10

I. Match the picture with the correct sentence.



F. 1. Sometimes the rivers flood.

B. 2. The forests need much rain.

C. 3. The seasons change as the earth makes its trip around the sun. (This is one year.)

A. 4. The clouds move east.

D. 5. The dams hold the water.

E. 6. Dams also give us electricity.

II. TRUE/FALSE

T 1. It is colder in Northern California than in Southern California.

F 2. It rains more in Southern California than in Northern California.

T 3. When it doesn't rain for a long time, there may be forest fires.

F 4. The weather in California is the same all over the state.

F 5. The rain-clouds come from the Pacific Ocean and move west.

T 6. One year is 365 days.

T 7. The four seasons are spring, summer, autumn, fall.

T 8. All the seasons are about the same in Southern California.

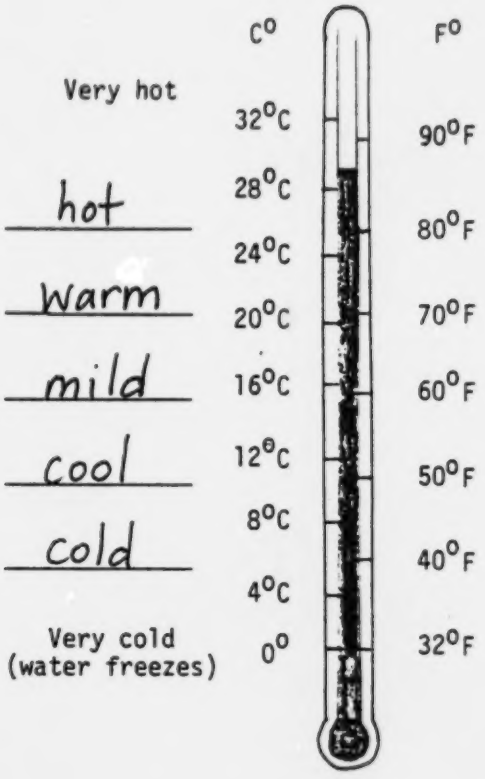
T 9. Dams save mountain water for drinking and electricity.

T/F 10. California's climate causes problems like floods and tornados.

WORKSHEET 10

III. Put these words on the lines.

warm - cool - hot
cold - mild



IV. Fill in the blanks with the correct word.

1. California's climate has helped it to become a rich state.
2. Lemons and oranges are fruits that grow well in Southern California.
4. The water from mountains is stored in dams.
5. During Spring the snow melts and it gets warmer. New leaves come out and flowers and grass begin to grow.
6. The hottest time of the year is during the Summer, when there is very little rainfall.
7. If it is raining in Southern California and snowing in Northern California, it is probably Winter.
8. During the Fall season the weather begins to get cooler and the leaves of some trees begin to fall.

The Story of California
Chapter 2, whole chapter
"California: The Land"

NAME _____

DATE _____

WORKSHEET 11

I. Escoge de entre las frases para responder a cada pregunta. No uses el libro como referencia.

1. ¿Cuántas personas viven en California?
(a) como 25.000; (b) como 25.000.000; (c) como 250.000;
(d) como 250.000.000.

2. ¿Cuál de los grandes puertos de California tiene una base naval importante?
(a) San Francisco; (b) San José; (c) San Diego;
(d) Los Angeles.

3. ¿Cómo suele ser el clima en los valles al sur de las montañas de la costa?
(a) frío y seco; (b) frío y lluvioso; (c) neblinoso;
(d) seco y cálido.

4. ¿Cómo se llama la capital de California?
(a) Sacramento; (b) San Francisco; (c) Los Angeles;
(d) San José; (e) San Diego.

5. ¿Cuál de lo siguiente no se hace en las montañas de la Sierra Nevada?
(a) esquiar en la nieve; (b) acampar; (c) pescar en los ríos y lagos; (c) cultivar las frutas.

II. Usa cada palabra en una oración completa. No uses el libro como referencia.

1. la electricidad _____

_____

2. los bosques _____

_____

3. septentrional _____

_____

4. los recursos naturales _____

_____

5. acampar _____

_____

WORKSHEET 11

III. Escribe las siguientes listas de palabras en orden alfabético en los renglones debajo de cada una.

1. el vino
   la nieve
   la fruta
   el invierno
   la uva
   la madera

   la fruta
   el invierno
   la madera
   la nieve
   la uva
   el vino

2. el bosque
   el lodo
   gozar
   la inundación
   quemarse
   el cuidado

   el bosque
   el cuidado
   gozar
   la inundación
   el lodo
   quemarse

3. la aceituna
   el hotel
   bajar
   el dátil
   el canal
   el mar

   la aceituna
   bajar
   el canal
   el dátil
   el hotel
   el mar

Ahora haz lo mismo con las listas siguientes. (Ten en cuenta que tienes que usar las dos primeras letras de las palabras para arreglarlas.)

4. natural
   la pulgada
   la presa
   el nivel
   la madera
   la nuez
   medir

   la madera
   medir
   natural
   el nivel
   la nuez
   la presa
   la pulgada

5. el borax
   el clima
   el canal
   la cosecha
   la sal
   septentrional
   el vino

   el borax
   el canal
   el clima
   la cosecha
   la sal
   septentrional
   el vino

6. el durazno
   los dátiles
   acampar
   encontrarse
   esquiar
   el algodón
   seguro

   acampar
   el algodón
   los dátiles
   el durazno
   encontrarse
   esquiar
   seguro

The Story of California
Chapter 3: pages 58 - 59
"The First People"

WORKSHEET 12

NAME _____

DATE _____

I. Llenen el espacio en blanco con la palabra adecuada.

1. El estrecho de Bering es un cuerpo de agua entre Asia y Norte America.
2. Pequeños grupos de cazadores y sus familias seguían a los animales hasta Norte America.
3. Algunos de los primeros pobladores continuaron hacia al sur.
4. Hace doscientos cincuenta años habían 300,000 indios en California.
5. Los Indios habían desarollado un idioma y vivían de una manera diferente.

II. Write the missing word in each sentence. Use the words from the blocks below.

1. The Bering Strait is the water between Asia and North America.
2. It is called the Bering Strait because it is next to the Bering Sea
3. When the water level went down, people could walk from one continent to the next.
4. After people crossed the land bridge, they continued to move all over North, Central, and South America.
5. These first people were later called Indians by Columbus.
6. The indigenous people lived in many groups or tribes.

people	Indians	America	Sea
land	Asia	tribes	Ocean

WORKSHEET 12

III. True or False? (Write "True" or "False" on the lines.)

F 1. The first people in California came from India.

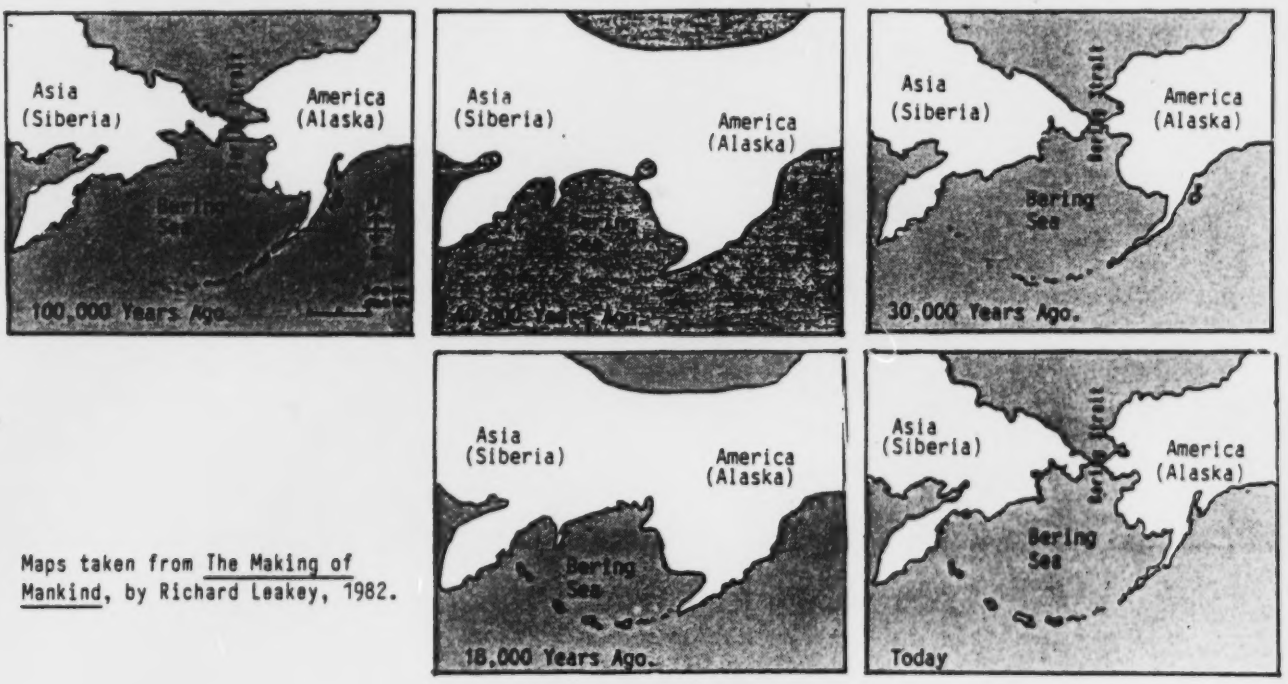
F 2. When the first people came across the Bering Strait, the Indians already lived here.

F 3. All the tribes of indigenous people in the Americas spoke the same language.

F 4. The first people came to California about 250 years ago.

F 5. Hunters could follow herds of animals across the Bering Strait to North America when the sea level went up.

IV. Write a short answer to questions about these maps.



Maps taken from The Making of Mankind, by Richard Leakey, 1982.

1. Approximately how wide was the land bridge from Asia to America 40,000 years ago (at its narrowest place)? 600 miles 1000 Km.
2. What country is Siberia part of today? Russia
3. What country is Alaska part of today? The U.S.A.
4. Approximately how wide (in miles) was the Bering Strait 30,000 Years ago? 75 miles How wide was it in kilometers? 125
5. There is a long chain of islands coming out of southern Alaska into the Bering Sea. What is the name of these islands? (You will have to look on another map.) Aleutian Islands

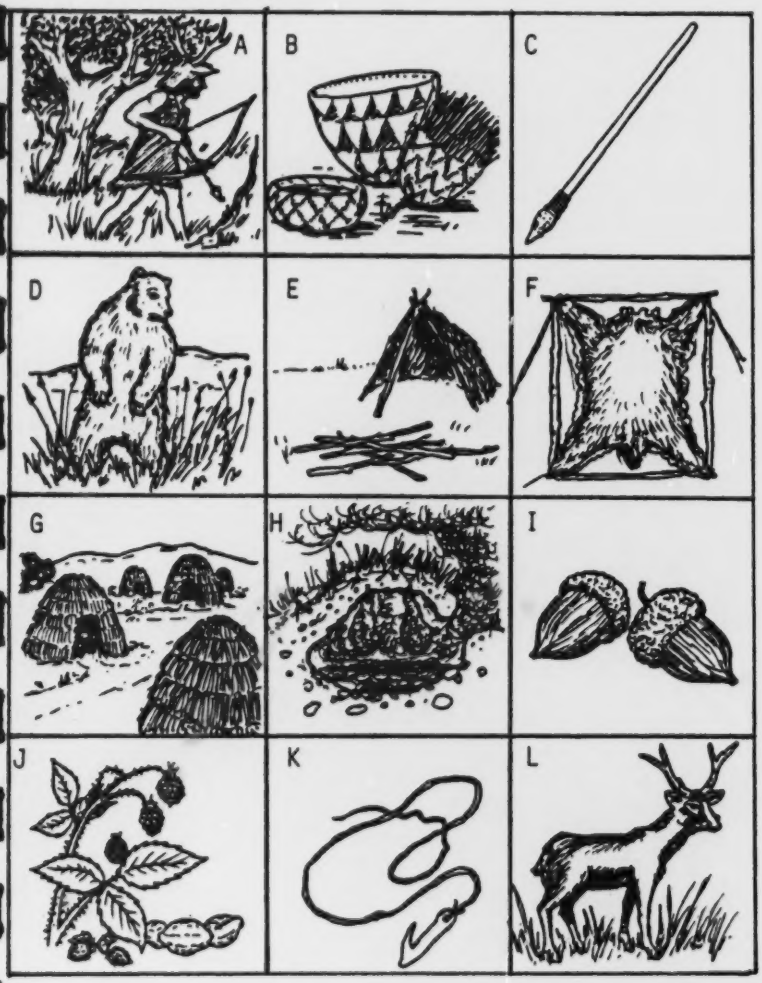
The Story of California
Chapter 3; Pages 60 - 67

"Houses and Foods"
WORKSHEET 13

NAME _____

DATE _____

I. MATCHING



E	1.	Some Indians built their houses from sticks.
G	2.	They lived together in small villages.
A	3.	Some Indians hunted with a bow and arrows.
I	4.	Acorns were a very important food.
B	5.	Indian women made beautiful baskets that could hold water.
C	6.	They used the spear to hunt and catch fish.
F	7.	They made many things from animal skins.
H	8.	Some of their meat was dried in smoke from a fire.
D	9.	Indians hunted bears for their meat and fur.
L	10.	Many Indians hunted deer.
J	11.	They got nuts and berries from the trees and plants.
K	12.	They made string and fish - hooks from parts of animals.

WORKSHEET 13

II. Haga un círculo alrededor de la palabra que no pertenece en cada oración.

1. Los indígenas de California construían sus casas con: zacate; las pieles de conejos; los palos de madera.
2. Los indígenas cazaban estos animales: los venados; las mariposas; los conejos; los pájaros; los peces.
3. Los indios recogían estas comidas de los árboles o plantas: las cerezas; las bellotas; el arroz; las nueces:
4. Los indígenas usaban partes de los cuerpos de animales para hacer: la ropa; la carne; las canastas.
5. Los indígenas cazaban y pescaban con: las lanzas; las flechas; los arcos; el zacate; el cordón.
6. Las mujeres indias preparaban las bellotas usando: las ollas; las piedras; las canastas; el fuego.
7. Los indígenas conservaban la carne y el pescado: humándolo; salándolo; poniéndolo en una canasta; secándolo al sol.

III. Write the missing word in these sentences. Use the words from the blocks below.

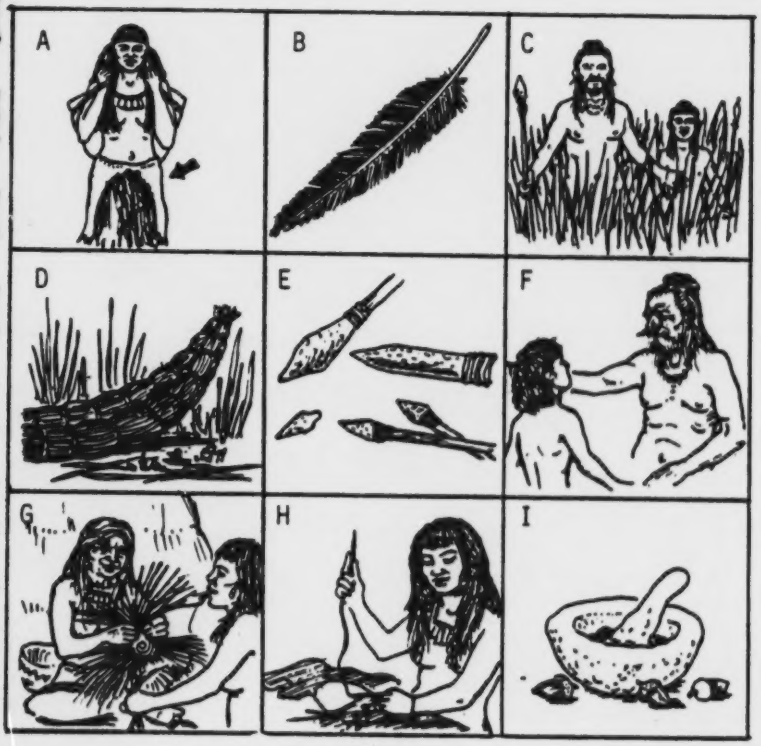
1. The indigenous people of California didn't have big cities. They lived in small villages.
2. The Indians' most important food was acorns.
3. The women made baskets from grass. They cooked in them.
4. Some indigenous people hunted with a bow and arrows.
5. The indigenous people made clothes from the skins of animals.
6. After the Indian hunters killed an animal, they cut up the meat.
7. The women hit the acorns with stones until the acorns were flour.
8. Some indigenous people cut down big trees to get wood for making their houses.

The Story of California
Chapter 3; Pages 68 - 71
"Tools and Weapons"
WORKSHEET 14

NAME _____

DATE _____

I. Match the picture with the sentence.



E 1. The California Indians made sharp tools and weapons from stones.

H 2. Indian girls learned to sew animal skins.

F 3. Older indigenous people taught the young people many things.

D 4. Indians around the San Francisco bay made canoes from grass.

C 5. Indian men and boys hunted and fished.

A 6. Indian women wore skirts made from grass and bark.

B 7. Bird feathers make arrows fly straight.

I 8. The Indians used stones for making flour.

G 9. Women taught girls how to make baskets.

II. Write short answers to these questions:

1. Did the indigenous tribes of California trade with each other?
   Yes
2. What were spearheads and arrowheads made from?
   stones
3. How did they put spearheads and arrowheads on sticks to make spears and arrows? They tied them on
4. Did California Indians make heavy clothes? Why or why not?
   No, because the climate was warm
5. Indian children did not go to school. What did they do instead?
   They helped their mothers and fathers, played, sang, and listened to stories.

WORKSHEET 14

III. Responde a cada pregunta con oración completa. Trata de repetir en tu respuesta las palabras de la oración.

EJEMPLO:
Pregunta: ¿Qué sabían los Europeos de los indios?
Respuesta: Los Europeos no sabían nada de los indios.

1. ¿Usaban dinero los primeros pobladores sí o no? Explica por qué.

Los primeros pobladores no usaban dinero porque obtenían todo que necesitaban de la tierra!

2. ¿Qué tipo de transportación además de caminar usaban los indígenas que vivían cerca de San Francisco y cuales materiales usaban para su construcción?

Los indígenas que vivían cerca de S.F. hacían canoas con zacate.

3. ¿Qué cosechaban los indígenas para alimentarse y qué tipos de animales criaban?

Los indígenas no criaban animales ni cosechaban.

4. ¿Quién se entendía con la preparación de los alimentos?

Las mujeres se entendían con la preparación de los alimentos.

5. ¿De dónde obtenían la materia para hacer sus herramientas, armas, y otras cosas?

Obtenían la materia para hacer sus herramientas, armas y otras cosas de la naturaleza.

IV. Encierra la respuesta correcta.

1. Los Indios de California vivieron tranquilamente:
(a) por un año; (b) por meses; (c) nunca; (d) por miles de años.

2. ¿Quién además de los indios vivía en California hace tres mil años?
(a) los europeos; (b) los asiaticos; (c) los africanos;
(d) vivían solos.

3. ¿Qué les enseñaban los hombres a los niños?
(a) a cocinar; (b) a jugar; (c) leer y escribir; (d) a cazar, pescar, etc.

4. ¿Cómo aprendían los niños?
(a) en la escuela; (b) de otros niños; (c) de los mayores:

5. ¿A qué les enseñaban las mujeres a las niñas?
(a) correr; (b) jugar; (c) cocinar, tejer canastas y coser ropa.

6. La gente en Europa y Asia creían que Norte America:
(a) era la India; (b) era parte de Asia; (c) no existía.

7. A veces la gente de una tribu visitaba a otra tribu para:
(a) cocinar; (b) pescar; (c) alojarse; (d) comerciar.

The Story of California
Chapter 3: pages 64-65 & 72-73
"Animals, Aztecs"

WORKSHEET 15

NAME _____

DATE _____

I. Write the answer to each question. In your answer, try to repeat as many of the words in the question as you can. (See the pictures on pages 64 and 65.)

EXAMPLE:
Question: What mountain animal in California climbs on the top of the mountains?

Answer: The mountain sheep climbs on the top of the mountains.

1. What mountain animal catches fish to eat?
   The bear catches fish to eat.
2. What river animal cuts down trees to make a dam?
   The beaver cuts down trees to make a dam.
3. What desert animal moves quickly, but without legs?
   The snake moves quickly, but without legs.
4. What grassland animal looks like a deer?
   The elk looks like a deer.
5. What river animal has wings and eats worms?
   The duck has wings and eats worms.
6. What valley animal is like a very big cat?
   The mountain lion is like a very big cat.
7. What river animal catches fish with its hands?
   The raccoon catches fish with its hands.

II. List in alphabetical order all the animals that live in the hills and valleys and in the rivers. When two names begin with the same letter, look at the second letter of their names. For example, bear goes before bobcat because e goes before o.

1. Beaver
2. Bob cat
3. Chipmunk
4. Coyote
5. Deer
6. Duck
7. Fish
8. Hawk
9. Mountain Lion
10. Rabbit
11. Raccoon
12. Squirrel

WORKSHEET 15

II. Responde a cada pregunta con una oración.

1. ¿Además de los indígenas californianos, había otras tribus en América?

Había tribus de indígenas en todas partes de America.

2. ¿De qué forma buscaban su comida los indígenas Californianos?

Buscaban su comida en la forma de plantas silvestres y animales salvajes.

3. ¿Los indígenas vivían en ciudades?

Los indígenas no vivían en ciudades sino en pequeñas aldeas.

4. ¿Los Aztecas vivían en California también?

Los Aztecas no vivían en California sino en México.

5. ¿Qué materiales usaban los Aztecas para la construcción?

Los Aztecas usaban piedra para la construcción.

6. Cuando llegaron los Españoles al valle de México, ¿vivían pocos Aztecas allí?

Cuando llegaron los Españoles, miles de Aztecas vivían allí.

III. Escribe en el renglón una oración para cada una de las palabras que siguen, sin referencia al libro.

1. las flechas

_____

2. la cacería

_____

3. los Aztecas

_____

4. las aldeas

_____

5. pacíficamente

_____

6. comerciaban

_____

7. los templos

_____

8. la corteza

_____

The Story of California

NAME_____

Chapter 3; Pages 57-73
Whole Chapter

DATE_____

WORKSHEET 16

PRONOUNS

In both English and Spanish we often use words called pronouns instead of nouns (words for people, things or ideas). Examples of pronouns in Spanish are: él tí, la, los, le, estos. Can you think of more Spanish words that do this? In English there are fewer of these words than in Spanish. The most common are: he, she, it, you, they, him, her, them, this, that, these, those, some. Also, pronouns are sometimes used in English in different ways than in Spanish. For example:

(a) Some pronouns that are placed before the verb (action word) in Spanish, are placed after it in English;

- María lo puso en la mesa.
- María put it on the table.

(b) Some pronouns that can be left out in Spanish must remain in English;

- Ya lavé los platos.
- I already washed the dishes.

(c) Some pronouns that are usually used in Spanish are left out in English;

- A ella Jorge le dió un anillo.
- Jorge gave her a ring.

- Felipe tocaba sus discos de Iron Maiden, lo que siempre me enoja.
- Felipe was playing his Iron Maiden records, which always makes me angry.

Now read these pairs of sentences. One sentence of each pair uses a pronoun incorrectly. Check the box next to the correct sentence in each pair.

1. ☐ Sometimes they it dried in the sun.
   ☑ Sometimes they dried it in the sun.

2. ☑ The Indians used the skins to make clothes.
   ☐ The Indians them used the skins to make clothes.

3. ☑ Acorns were important because they could keep them for a long time.
   ☐ Acorns were important because could keep them for a long time.

4. ☑ The men taught them to hunt and fish.
   ☐ The men them taught to hunt and fish.

5. ☐ At the other end they put a feather, it which helped the arrow go straight.
   ☑ At the other end they put a feather, which helped the arrow go straight.

6. ☐ First they cleaned the skin, then they it dried.
   ☑ First they cleaned the skin, then they dried it.

7. ☐ Were hunters, farmers, fishermen and builders.
   ☑ They were hunters, farmers, fishermen and builders.

8. ☐ These people them we now call Indians.
   ☑ These people we now call Indians.

9. ☑ They didn't need strong houses because it didn't rain very much.
   ☐ They didn't need strong houses because didn't rain very much.

10. ☑ After they washed the flour, they put it in a basket.
    ☐ After they washed the flour, they it put in a basket.

Now carefully read the sentences below. Put a check on the line next to the ones that use pronouns <u>incorrectly</u>.

✓ 1. They lived in villages, not in cities.

___ 2. Were divided into different tribes.

✓ 3. After they killed an animal, they ate it.

___ 4. They filled the basket with hot stones, it which cooked the flour.

✓ 5. There were many plants and animals, so that the Indians did not need farms.

___ 6. The children learned from older people, because had no schools.

___ 7. They it hit carefully with another stone, then it tied on a stick.

✓ 8. These were very important because the Indians could save them for a long time.

The Story of California
Chapter 3
WORKSHEET 17

NAME _____

DATE _____

Indigenous Tribes of the San Francisco Bay Area

Indigenous Tribes of the Bay Area*

scale in miles
0 5 10 15 20

For many, many thousands of years, only the indigenous people lived in the San Francisco Bay Area. When the Spanish first came here about 200 years ago, 13 tribes—with about 250 people in each—were living in the area shown on the map. These tribes spoke 8-12 languages, and tribes who lived next to each other often did not speak the same language!

Members of a tribe might occasionally visit a neighboring tribe—to trade or arrange things—but most indigenous people did not ever travel very far. For example, the Huchiun tribe in the East Bay had 3 villages—one where downtown Oakland is now, one at the Berkeley marina, and one in downtown Richmond. Members of a village travelled to the other villages only once or twice in their life!

No indigenous people lived in San Francisco, or on the San Francisco Peninsula, because it was too cold and foggy for them. They thought the Spanish were very foolish to construct Mission Dolores in San Francisco, because the weather was so "bad" there!

I. Write short answers to these questions.

1. Today the water between San Pablo Bay and Suisun Bay is called the Carquinez Strait. Which tribe did the Spanish name this strait after?

   the Karkin

2. Which tribe lived closest to San Francisco? the Salson

3. Which two tribes lived near the Livermore valley? the Saoam and the Souyen

4. Which tribe lived on Coyote Creek? the Thamien

5. How far in miles did the Yrgin tribe live from the Huchiun tribe?

   about 7½

* Map taken from The Ohlone Way, by Malcolm Margolin, 1978.

WORKSHEET 17

II. Write the answer to each question. In your answer, try to repeat as many of the words in the question as you can.

Example:
Question: Which indigenous tribe lived south of Mount Hamilton?
Answer: The Juñas tribe lived south of Mount Hamilton.

1. How many villages did the Huchiun tribe have?

The Huchiun tribe had three villages.

2. Approximately how many people lived in each Huchiun village?

Approximately 250 people lived in each Huchiun village.

3. Did the indigenous people travel a lot?

The indigenous people did not travel a lot.

4. Which three tribes lived directly south of Palo Alto?

The Puichun, Quiroste and Oljone lived directly south of Palo Alto.

III. List all 13 indigenous tribes who lived in the Bay Area. Then, put the list in alphabetical order. (You may have to use the first, second, or even third letter of the name.)

Indigenous Tribes	Alphabetical Order
1. Karkin	1. Huchiun
2. Huchiun	2. Junas
3. Yrgin	3. Karkin
4. Souyen	4. Oljone
5. Saoam	5. Puichun
6. Salson	6. Quiroste
7. Tuibun	7. Salson
8. Taunen	8. Saoam
9. Puichun	9. Souyen
10. Thamien	10. Taunen
11. Oljone	11. Thamien
12. Quiroste	12. Tuibun
13. Junas	13. Yrgin

Learning About the Past

Chapter 3

WORKSHEET 18

NAME _____

DATE _____

Digging Into the Past

People first began to write about 3,500 years ago. The Indians of California never had a way of writing their own languages. How do we know about people's way of life if we can't read about it?

We can learn some things by looking at the things they left behind: arrowheads, bones, even cities have been found under the ground. Things from older times are buried deeper in the ground.

People who study life before written history are called "archeologists." They try to put together a picture of the past from the things they find in the earth.

QUESTIONS:

1. Look at the picture above. Which layer (A, B, C, D, E, F, G, H) has the newest things in it? A
2. Which layer has the oldest? H
3. In which layer can you find a bottle made of glass? B

   Do you think this is very old? No
4. In which layer can you find an arrowhead? D
5. If you found an arrowhead in the layer that is about 10,000 years old, what would this tell you?

   That people made this arrowhead about 10,000 years ago.
6. In which layer can you find an unusual fish? H

   What does this tell you about the land there long ago?

   That it used to be under the ocean.
7. Circle the three things that will stay buried in the earth for a very long time.

WORKSHEET 18

Try to be an archeologist (a person who studies the time before written history). Look at these things that you found. Can you tell what the Indians used them for? Can you tell what they are made of? Do we use anything like these today?

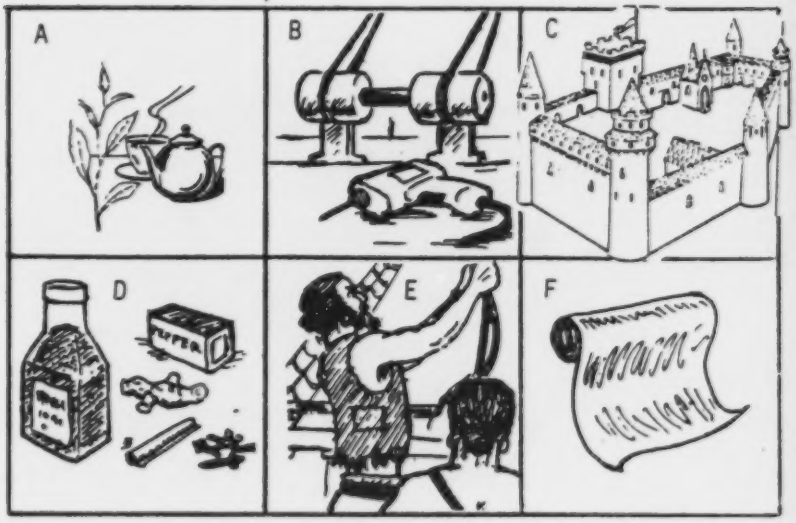
The Story of California
Chapter 4: pages 75 - 81
"The Europeans", "Trading"

NAME _____

DATE _____

WORKSHEET 19

Cada uno de los dibujos aquí representa una de la palabras nuevas del vocabulario de las páginas mencionadas. Escribe en los renglones una oración en español sobre cada uno. Entonces escribe la palabra equivalente en inglés al lado.



A. _____ (_____)

B. _____ (_____)

C. _____ (_____)

D. _____ (_____)

E. _____ (_____)

F. _____ (_____)

II. Circle the phrase that completes the sentence correctly.

1. In those days, most people got their food:
(a) from farms; (b) from hunting; (c) from the stove; (d) from villages.

2. The Europeans didn't know about North and South America because:
(a) they had no trains; (b) they didn't have good maps; (c) their ships were small and they did not go far from land; (d) their roads were made of dirt.

3. The rich people wanted silk from Asia:
(a) to drink; (b) to make their food last longer; (c) to make into clothes; (d) to eat.

4. Before 1492 English ships tried to sail to Asia:
(a) around Europe to the North; (b) around Africa; (c) across the Atlantic; (d) across the Pacific.

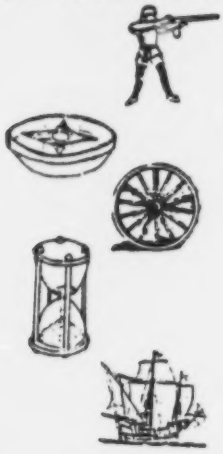
5. European soldiers in the fifteenth century did not have:
(a) suits of armor; (b) cannons; (c) airplanes; (d) cross-bows.

WORKSHEET 19

III. Llena los espacios en blanco con las palabras correctas.

1. Hace como 500 años los reyes gobernaban los países de Europa.
2. La gente no tenía la maquinaria que tenemos hoy día para hacer cosas.
3. Los comerciantes italianos se enriquecieron por medio del comercio con Asia.
4. Era muy difícil y peligroso el comercio entre Europa y Asia.
5. Muchos marineros no querían navegar sobre un océano completamente desconocida.
6. Los mapas de esa época no eran confiable.
7. Los comerciantes buscaban una ruta más rápida y seguro.
8. Los reyes ricos enviaban sus soldados a las batallas.

IV. INVENTIONS Match the pictures and words. Then complete the sentence. Draw two lines:



The compass	helped them know the time.
The hourglass	helped them know the direction.
The sailing ship	helped them hunt animals for food.
The gun	helped them carry things across land.
The wheel	helped them cross the ocean.

V. Answer the questions.

1. What carried things for the merchants across Asia to the Black Sea?
   Animals.
2. When did Europeans learn about North and South America? after 1492.
3. Why did rich Europeans want spices from Asia? to make food taste better.
4. Which country in Europe was rich from trading with Asia? Italy.

The Story of California
Chapter 4: Pages 82 - 87
"Columbus", "Spanish Farmers"
WORKSHEET 20

NAME _____

DATE _____

I.

Read the questions below. Then use the pictures to help you answer the questions. Try not to look at the book.

Note: The pictures are not in the same order as the sentences.

1. Who did the hard work for the Spanish farmers in the New World? Slaves.
2. What had Columbus done?
   He had discovered a new world.
3. What did the Spanish grow in the New World? Sugar cane.
4. What did Columbus believe about the shape of the world? That it was round.
5. Who gave Columbus three ships? The King and Queen of Spain.
6. How did Columbus get across the Atlantic Ocean? He sailed.

II. Escribe una oración sobre cada una de las palabras que sîguen, sin referencia al libro:

1. nació

   _____.

2. la tripulación

   _____.

3. la importancia

   _____.

4. avistaron

   _____.

5. el algodón

   _____.

WORKSHEET 20

III. COLUMBUS' TRIPS Look at the map on page 84 and answer the questions.

1. Columbus made _____ trips to the New World.

   a. one b. two c. three d. four

2. Columbus sailed across the _____ Ocean.

   a. Atlantic b. Pacific c. Indian d. Arctic

3. When Columbus returned to Spain, he sailed _____.

   a. north b. south c. east d. west

4. Columbus' last trip was in _____.

   a. 1492 b. 1493 c. 1498 d. 1502

5. Columbus never went to _____.

   a. Central America
   b. South America
   c. land that is now called the United States
   d. Spain

IV. Answer the questions with a complete sentence. Try to repeat as many words from the question as you can.

1. How long did the three ships sail before the sailors saw land?

   The three ships sailed for more than two months before the sailors saw land.

2. What did Columbus call the people on the islands he discovered?

   Columbus called the people on the islands he discovered "Indians".

3. Why did the King and Queen of Spain help Columbus?

   The King and Queen of Spain helped Columbus because they wanted to trade with Asia.

4. What grew well in the New World?

   Cotton and sugar cane grew well in the New World.

5. How did Black people first come to the New World?

   Black people first came to the New World as slaves.

6. What happened to some of the Indian slaves?

   Some of the Indian slaves got sick and died.

7. What did Columbus think about the islands he had discovered?

   Columbus thought the islands he had discovered were unimportant.

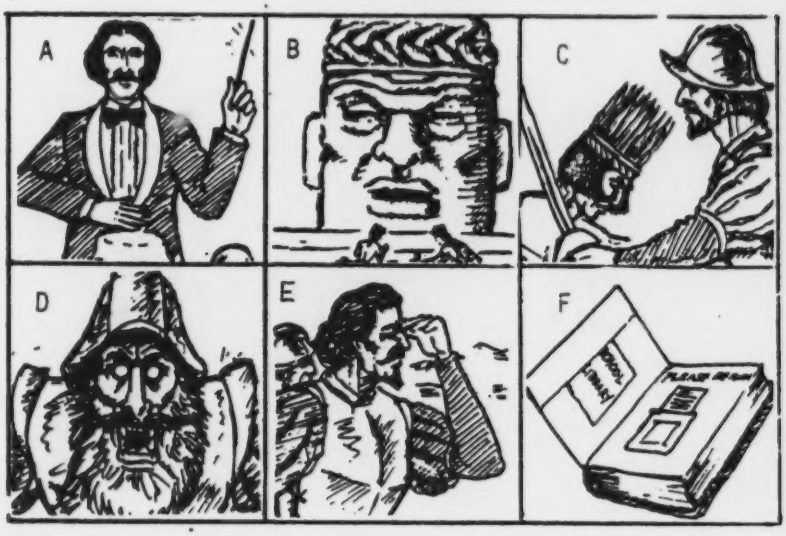
The Story of California
Chapter 4: pages 87 - 91
"Gold", "Cortez", "Cabrillo"

NAME _____

DATE _____

WORKSHEET 21

I. Cada uno de los dibujos aquí representa una de las palabras nuevas del vocabulario de las páginas mencionadas. Escribe en los renglones de abajo una oración en español sobre cada dibujo. Entonces escribe la palabra equivalente en inglés al lado.



A. _____ (_____)

B. _____ (_____)

C. _____ (_____)

D. _____ (_____)

E. _____ (_____)

F. _____ (_____)

II. Escribe 1 en el renglón al lado de la oración que cuenta lo que pasó primero. Entonces escribe 2 al lado del segundo suceso, y sigue así hasta el 6.

5 Cabrillo navegó desde México dirigiéndose al norte a lo largo de la costa.

3 Cortés y sus soldados conquistaron a los Aztecas por la fuerza.

6 Cabrillo se cayó de su caballo y se quebró el brazo.

1 Los indios les dijeron a los exploradores que fueran al sur.

2 Los soldados siguieron hasta llegar a la ciudad de los Aztecas.

4 Cuando Cortés llegó a la costa hizo que sus hombres construyeran otro barco.

WORKSHEET 21

III. Write the missing word in each sentence.

1. Did the Indians just want the Spanish to go away?
2. The Aztecs let the Spanish come into their city.
3. The Indians thought the big Spanish ships were like strange birds.
4. Cabrillo and his men said that California belonged to Spain.
5. The Spanish discovered that there really was more gold in the South.
6. Cortés left the Aztec city and explored other parts of Mexico.
7. The Spanish made the Indians dig in the ground for more gold.
8. Some of the Indians wore gold on their arms and necks.

IV: Answer each question with a complete sentence. In your answer, try to repeat as many of the words in the question as you can.

1. What were Cortes and his soldiers looking for in Mexico?

   Cortes and his soldiers were looking for gold in Mexico.

2. Were the Indians happy to see the Spanish soldiers?

   The Indians were not happy to see the Spanish soldiers.

3. Why did the Spanish soldiers fight the Aztecs?

   The Spanish soldiers fought the Aztecs to get their gold.

4. Who was the first Spanish explorer to see California?

   Cabrillo was the first Spanish explorer to see California.

5. Which ocean is on the west coast of Mexico?

   The Pacific Ocean is on the west coast of Mexico.

6. Who had a beautiful city full of gold?

   The Aztecs had a beautiful city full of gold.

7. Why didn't Cabrillo's men stay in California?

   Cabrillo's men didn't stay in California because they didn't think California was important.

8. What did the soldiers on horses look like to the Indians?

   The soldiers on horses looked to the Indians like animals with two heads.

The Story of California

Chapter 4: pages 92 - 97
"Spanish in the New World"

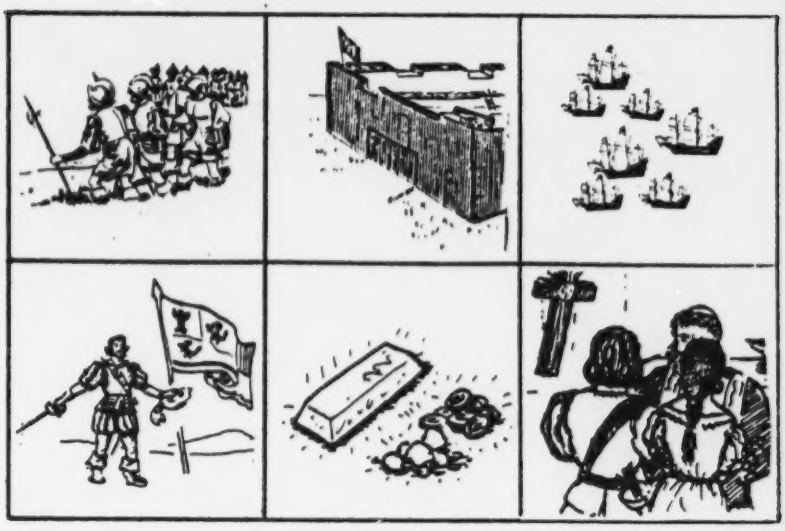
NAME _____

DATE _____

WORKSHEET 22

I. Read the questions below. Then use the pictures to help you answer the questions. Try not to look at the book.

Note: the pictures are not in the same order as the questions!



1. What did the Spanish want to build on the California coast? A fort.
2. When the English went to California, what did they say about the land? They claimed it for England.
3. What did the Spanish find in Mexico? They found a lot of silver.
4. What did some Spanish men do in the New World? They married Indian women.
5. Why did the king of Spain want a strong navy? To keep other European countries out of the New World.
6. As well as a navy, what else did the king want? An army.

II. Which came first? Find the sentence that tells the first thing that happened. Put 1 on the line next to it. Then put 2 next to the second thing that happened, and so on.

3 An English ship sailed into the Pacific Ocean.

1 The Spanish found a lot of silver in Mexico.

5 The Spanish were angry and afraid about the English.

2 Money from the New World helped to make Spain a strong country.

7 Spanish explorers from Mexico made maps of the California Coast.

4 English sailors took the gold and silver from Spanish ships.

8 The Spanish government stopped worrying about California.

6 Spanish explorers tried to find a waterway through North America.

WORKSHEET 22

III. Sin referencia al libro, escribe una oración sobre cada una de las ideas que siguen. (No se necesita tratar directamente de las materias del libro).

1. casarse

2. el comercio

3. las riquezas

4. preocuparse

5. la guerra

6. el riesgo

7. explorar

IV. Escribe una oración para responder a cada una de las preguntas que siguen.

1. ¿Por qué los españoles dejaron de preocuparse de los ingleses?

   Los españoles dejaron de preocuparse de los ingleses porque terminó la guerra entre los dos países.

2. ¿Por qué querían los españoles construir un fuerte en la costa de California?

   Los españoles querían construir un fuerte en la costa de California para mantener fuera los otros países europeos.

3. ¿Por qué sintieron los españoles cólera y temor cuando recibieron las noticias de California?

   Los españoles sintieron cólera y temor cuando recibieron las noticias de California porque no sabían cómo Drake había llegado hasta el Pacífico.

4. ¿Por qué se olvidó California de España por 160 años?

   España se olvidó de California por 160 años porque ésta estaba muy lejos y creía que no tenía mucha importancia

The Story of California
Chapter 4: Whole Chapter
Pronouns

NAME_____

DATE_____

WORKSHEET 23

I. Hasta ahora cuando se ha presentado a ustedes ejercicios de responder a preguntas con oraciones escritas, se les pide que repitan cuantas palabras puedan de la pregunta.

Ejemplo:

De qué forma buscaban su comida los indígenas californianos?

- Los indígenas californianos buscaban su comida de los animales salvajes y las plantas silvestres.

Se les ha pedido esto a ustedes para acostumbrarles a escribir oraciones completas. Sin embargo esta manera de responder a las preguntas no es natural, ni en español ni en inglés. Lo natural es de substituir los pronombres (pronouns) por los nombres claves de la pregunta. Así las respuesta más natural a la pregunta mencionada sería:

- Ellos la buscaban de los animales salvajes y las plantas silvestres.

Favor de hacer lo mismo con las preguntas que siguen. En lugar de repetir los nombres, substituye los pronombres como en la conversación de cada día, pero sigue escribiendo oraciones completas.

1. ¿Qué hizo Colón cuando joven con su hermano?

Como joven él lo ayudaba a hacer mapas.

2. ¿Por qué quería la tripulación de Colón abandonar el viaje?

Quería abandonarlo porque tenía miedo.

3. ¿En qué tipo de edificio vivían los reyes del siglo XV?

Ellos vivían en castillos de piedra.

4. ¿Cómo viajaban los europeos de esa época?

Ellos viajaban a pie, en carretas o a caballo.

5. ¿Cómo aconsejaron los indios a Cortés y sus soldados?

Ellos les aconsejaron que siguieran al oeste.

6. ¿Qué hizo el barco de Drake con los barcos españoles?

El los atacó y los despojó del dinero y plata que tenían.

7. ¿Cómo se hicieron los primeros mapas de la costa de California?

Ellos se hicieron por exploradores españoles buscando una ruta a través de America.

8. ¿Cuáles son algunas cosas que hicieron los españoles que permanecieron en México?

Ellos se dedicaron a laagricultura, a construir iglesias y a fundar ciudades nuevas.

WORKSHEET 23

II. Read the sentences below. Make a check on the lines next to the ones that use pronouns correctly.

✓ 1. When Columbus saw e people on the islands, he called them Indians.

___ 2. Cabrillo was the explorer which first saw California.

___ 3. The New World was a rich land, it which made it important to Spain.

✓ 4. Many of the Indians ran away, but some of them got sick and died.

___ 5. Took the gold away from them and them made look for more gold.

___ 6. The Spanish wanted to build a fort to stop the English, but he didn't.

___ 7. To the Indians them seemed the animals to have two heads.

✓ 8. Some of the Spanish men married Indian women.

___ 9. For more than 160 years the Spanish forgot themselves about California.

✓ 10. The Aztecs let them into their city.

III. All these sentences use pronouns incorrectly or have pronouns left out of them. Write the sentence correctly on the line below. (Do not put nouns in place of pronouns.)

1. The Europeans didn't know much about the world, so it that they didn't have good maps.
The Europeans didn't know much about the world, so that they didn't have good maps.

2. Wanted silk, dishes and other beautiful things from China.
They wanted silk, dishes and other beautiful things from China.

3. He them told about his trip to the New World.
He told them about his trip to the New World.

4. Some of the Spanish stayed themselves to live and work in the New World.
Some of the Spanish stayed to live and work in the New World.

5. The farmers raised animals and it grew wheat, fruit and vegetables.
The farmers raised animals and grew wheat, fruit and vegetables.

6. The Indians told the Spanish about the city of gold so would go away.
The Indians told the Spanish about the city of gold so they would go away.

The Story of California
Chapter 4: Whole Chapter
Maps, Charts, Alphabetizing

NAME_____

DATE_____

WORKSHEET 24

I. PUT THE WORDS IN ALPHABETICAL ORDER.
Find the first word in order and write 1 on the line next to it. Then find the second word and write 2 next to that, and so on. You will need to look at the first, second and third letters of each word.

1 map	1 cannon	2 round	1 machines
2 safer	2 castle	1 married	3 sailors
3 spices	3 really	3 strange	2 monsters

II. LOOK AT THE MAPS IN CHAPTER FOUR AND ANSWER THE QUESTIONS

1. Look at page 76. Compare it with a modern world map. We can tell that in 1480:

   a. the Europeans knew about North America.
   b. no sailors had sailed around Africa yet.
   c. no sailors had gone to England yet.
   d. no one knew about India yet.

2. Look at page 80. We can tell that:

   a. most of the trading between Europe and Asia went across Africa.
   b. the trading ships went around the Southern part of Africa.
   c. there were three main trade routes between Europe and Asia.
   d. most trading ships sailed west from Europe.

3. Look at page 83. We can tell that Columbus:

   a. thought the world was round.
   b. thought the world was flat.
   c. had a good map of Japan.
   d. Knew about North and South America.

4. Look at page 84. What is NOT true about Columbus's trips?

   a. Columbus made four trips to the New World.
   b. Columbus came to land that is now part of the United States.
   c. Columbus's last trip was in 1502.
   d. Columbus went the furthest south on his third trip.

5. Look at page 95. This map is better than earlier maps, but there are still big "mistakes." Which statement is NOT a mistake?

   a. There is a waterway between the Atlantic and the Pacific Oceans across the top of North America.
   b. The Australian continent is larger than Europe and Asia together.
   c. North and South America are two large continents connected by a narrow piece of land.
   d. There are large continents near the North Pole.

WORKSHEET 24

III. The time-line below is exactly 10 centimeters long. The scale of the time-line is 2 millimeters per year. The line begins at the year 1492 and ends a century later. Using a ruler, mark on the line the following events:

(a) Columbus' 3rd trip.

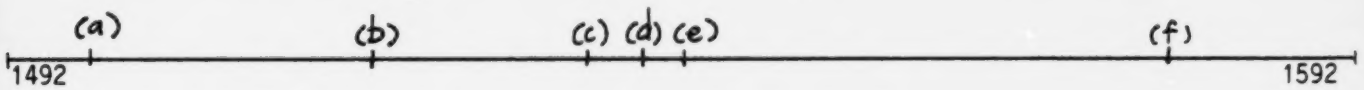
(b) Cortes lands in Mexico.

(c) De Vaca lands on the East Coast.

(d) Ulloa sails North.

(e) Cabrillo claims California.

(f) Drake sails into the Pacific.



IV. The chart below shows which inventions were used by the Aztecs and which were used by the Spanish. (A ✓ in the box under the invention means that they used it.)

Inventions	the wheel	covered drains under the streets	guns and cannons	fine stone buildings	ships with sails	electric machines	the best calendar	metal armor
Spanish	✓		✓	✓	✓			✓
Aztecs		✓		✓			✓	

Using the chart, answer the following questions:

1. Who could move things faster over land? the Spanish
2. Who were best at fighting wars? the Spanish
3. Whose cities were the healthiest to live in? the Aztecs
4. Who knew most about the sun and moon? the Aztecs
5. Who could travel best on the ocean? the Spanish

chart — el cuadro
drains — los drenajes
healthiest — los más saludables

The Story of California
Chapter 5: pages 101 - 105
"Europeans in California"

NAME _____

DATE _____

WORKSHEET 25

I. Cada uno de los dibujos aqui representa una de las palabras nuevas del vocabulario de las páginas mencionadas. Escribe en los renglones de abajo una oración en español sobre cada dibujo. Entonces escribe la palabra equivalente en inglés al lado.

A. _____ (_____)

B. _____ (_____)

C. _____ (_____)

D. _____ (_____)

E. _____ (_____)

F. _____ (_____)

II. Circle the correct answer to each question. Try not to look at the book.

1. Which country sent hunters along the northwestern coast of North America?

   (a) England; (b) France; (c) Spain; (d) Russia.

2. Which country won land in America from France in the 1700's?

   (a) Spain; (b) England; (c) Russia; (d) Mexico.

3. Which country had strong colonies in the eastern part of North America?

   (a) Russia; (b) Spain; (c) England; (d) France.

4. Where did the Spanish government want the first fort in the north of California?

   (a) San Diego; (b) San Francisco; (c) Monterey; (d) Los Angeles.

5. Of which place was Portola the governor?

   (a) California; (b) Spain; (c) Baja California; (d) Mexico.

WORKSHEET 25

III. Escribe 1 en el renglón al lado de la oración que relata lo que pasó primero. Entonces escribe 2 al lado del segundo suceso, y sigue así hasta el 6.

1 Inglaterra tomó gran parte de la tierra que tenía Francia en la America del Norte.

5 Los enfermos que habían llegado a San Diego querían regresar a México.

6 Los grupos que vinieron al norte por tierra traían animales.

3 El gobierno español mandó a Portola que encabezara los grupos que iban a hacer el viaje a California.

4 Una tempestad llevó a uno de los barcos muy al norte de la bahía de San Diego.

2 El gobierno español tenía miedo de que Inglaterra o Rusia quisieran apoderarse de California.

IV. Answer the questions with a complete sentence. Repeat as many of the words in the question as you can.

1. Why did the Spanish government want missions and forts built in California?

The Spanish government wanted missions and forts built in California so that other countries couldn't claim the land.

2. What kinds of people went to San Diego from Mexico in 1769?

Spanish soldiers, missionaries and Indians went to San Diego from Mexico in 1769.

3. What did the leaders tell the people to do in San Diego?

The leaders told the people to build houses and a mission in San Diego.

4. What happened to many people on the ships?

Many people on the ships got sick.

5. Why did Father Serra want to go to California?

Father Serra wanted to go to California because he thought it was important to tell the Indians about God.

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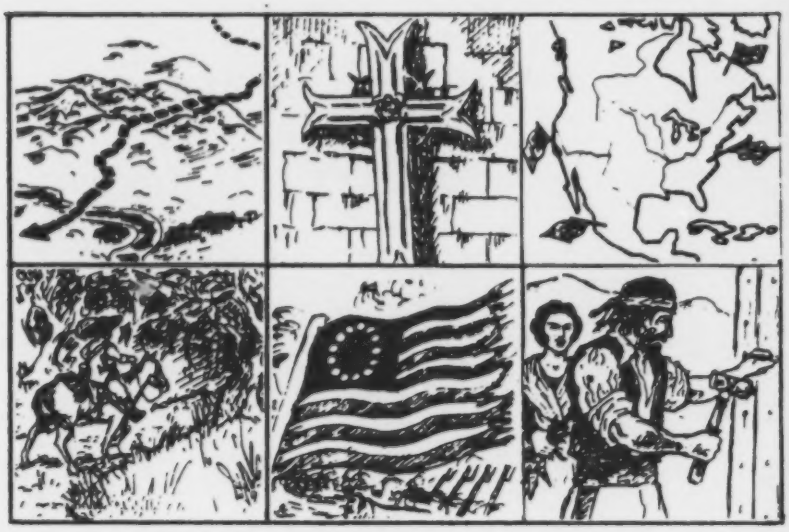
The Story of California
Chapter 5: pages 105 - 109
"Serra, Anza, Portola"

NAME _____

DATE _____

WORKSHEET 26



I. Read the questions below. Then use the pictures to help you answer the questions. (Each picture goes with one of the new words in the section you have just read.) Answer each question with a complete sentence. Try not to look at the book.

Note: the pictures are not in the same order as the questions.

1. What did Father Serra's men put up outside their church?

Father Serra's men put up a cross outside their church.

2. What did the thirteen colonies want from England in 1776?

The thirteen colonies wanted independence from England in 1776.

3. What did most of Anza's second group do when they got to Monterey?

When they got to Monterey, most of Anza's second group settled there

4. What did England have in the eastern part of North America?

England had strong colonies in the eastern part of North America.

5. What did Anza find between Mexico and California?

Anza found an easier trail between Mexico and California.

6. What did Anza and his men do when they came to the mountains?

Anza and his men crossed over the mountains.

II. Responde a cada pregunta con una oración completa. Puedes substituir pronombres por los nombres de la pregunta o a veces omitirlos, como sería natural en la conversación.

1. ¿Cuántas personas acompañaron a Anza en su segundo viaje a California?

Más de 240 personas le acompañaron.

(Continua)

2. ¿Qué comieron Portola y sus hombres mientras regresaban a San Diego?

Comieron algunos de los caballos.

3. ¿Qué hicieron las trece colonias después de ganar la lucha contra Inglaterra?

Ellas declararon su independencia de Inglaterra.

4. ¿Qué necesitaban los españoles para que sus familias pudieran venir desde México hasta California?

Necesitaban un camino mejor.

III. Encierra la respuesta correcta sin referencia al libro.

1. Con qué dirección salieron de Tubac Anza y sus hombres?

(a) al norte; (b) al oeste; (c) al sur.

2. Cuál de estas encontraron Portola y sus hombres despues de salir de San Diego?

(a) la bahía de San Francisco; (b) el camino más directo a México; (c) la bahía de Monterrey.

3. Cómo se llama el jefe del grupo que halló un mejor camino para cruzar de México a California?

(a) Portola; (b) Anza; (c) Serra

4. Qué hicieron los hombres de ese grupo después de llegar a California?

(a) se establecieron; (b) construyeron un fuerte en San Francisco; (c) regresaron a México.

IV. Sin referencia al libro, escribe una oración sobre cada una de las ideas que siguen. (No se necesita tratar directamente de las materias del libro.)

1. orar

2. la colonia

3. la independencia

4. establecerse

5. planear

The Story of California
Chapter 5: pages 110 - 117
"The Missions", "The Indians"

WORKSHEET 27

NAME _____

DATE _____

I. Read the questions below. Then use the pictures to help you answer the questions. (Each picture goes with a new word in the section you have just read.) Answer each question with a complete sentence. Try not to look at the book.

1. What did the people on the missions use to make clothes?

   The people on the missions used wool to make clothes.

2. What vegetable did the priests bring that makes meat taste better?

   The priests brought onions.

3. What did the people on the missions make with their red tiles?

   The people on the missions made roofs with their red tiles.

4. What vegetable did the priests bring that is still the most important in Mexico?

   The priests brought beans..

5. What did the Indians do to some of the missions?

   The Indians burned some of the missions.

6. What did the Spanish bring that killed many California Indians?

   The Spanish brought diseases that killed many California Indians.

WORKSHEET 27

II. Circle the phrase that answers the question correctly. Try not to look at the book.

1. What was the most important part of the mission?

   (a) the farm; (b) the Indian village; (c) the church; (d) the rooms for working.

2. Where were missions never built?

   (a) near a river; (b) in the mountains; (c) near the ocean; (d) in the valleys.

3. Which of the following was never used to make the roofs of the missions?

   (a) sticks; (b) long grass; (c) bricks; (d) tiles.

4. What are the Indians doing in the picture on page 113?

   (a) getting water for washing; (b) making bread; (c) making bricks; (d) making tiles.

5. What did the priests not give the Indians for their work?

   (a) warm clothes; (b) food; (c) metal knives; (d) money.

III. Answer the question with a complete sentence.

1. What were three things that the missionaries showed the Indians how to do?

(e.g.) The missionaries showed the Indians how to raise cows and sheep, make cloth and build buildings.

2. What were three things that the Indians who grew up on the missions did not learn? (Look at Chapter 3.)

(e.g.) They did not learn how to hunt with a bow and arrow, make baskets or canoes out of grass.

3. What were some bad things the Spanish did to the Indians?

(eg.) The Spanish soldiers made the Indians work for nothing and wouldn't let them go home.

4. What did some Indians do against the Spanish?

(e.g.) Some Indians ran away from the missions and tried to burn them down.

The Story of California
Chapter 4: pages 118 - 119 & Whole Chapter
"Problems in Spanish California"

NAME _____

DATE _____

WORKSHEET 28

I. Escribe una oración para responder a cada pregunta.

1. ¿Qué pensaban los españoles californianos de su gobierno?

   Pensaban que su gobierno se olvidaba de ellos.

2. ¿Qué cosas necesitaban de España los españoles en California?

   Necesitaban cosas de metal y cosas bonitas para sus casas.

3. ¿Qué cosas no recibían de España los soldados?

   No recibían lo que necesitaban para fortalecer sus fuertes ni sus pagos tampoco.

4. Aparte de los misioneros, ¿quiénes más comenzaron los ranchos en los años 1700?

   Los agricultores españoles comenzaron ranchos.

5. ¿Qué noticias recibieron los californianos de México en 1811?

   Recibieron las noticias que algunos mexicanos luchaban por su independencia.

6. ¿Por qué los californianos no podían obtener todo lo que necesitaban de España?

   No podían obtenerlo porque los barcos españoles no venían a menudo.

II. Lee la lista de cosas debajo del diagrama. Luego escribe en la fila de arriba los nombres de las cosas que se producían en California, y en la fila de abajo los nombres de las cosas que se tenían que llevar en barco desde España.

producidas en California	el cuero	las tejas	las manzanas	la madera	el elote	la carne	los ladrillos
llevadas de España	las escopetas	los arados	las hachas	la tela de seda	las cosas de vidrio	el té	las lampa-ras

1. las escopetas
2. los arados
3. el cuero
4. los ladrillos
5. las hachas
6. las tejas
7. la tela de seda
8. las manzanas
9. la madera
10. las cosas de vidrio
11. el elote
12. la carne
13. el té
14. las lámparas

WORKSHEET 28

III. Escribe una oración para definir cada una de las palabras que siguen, es decir, explicar brevemente lo que significa la palabra.

Ejemplo: las armas

Las armas son cosas que la gente usa para luchar o para cazar animales.

1. la iglesia

Una iglesia es un edificio en que la gente ora a Dios.

2. el cuero

El cuero se hace de la piel de los animales.

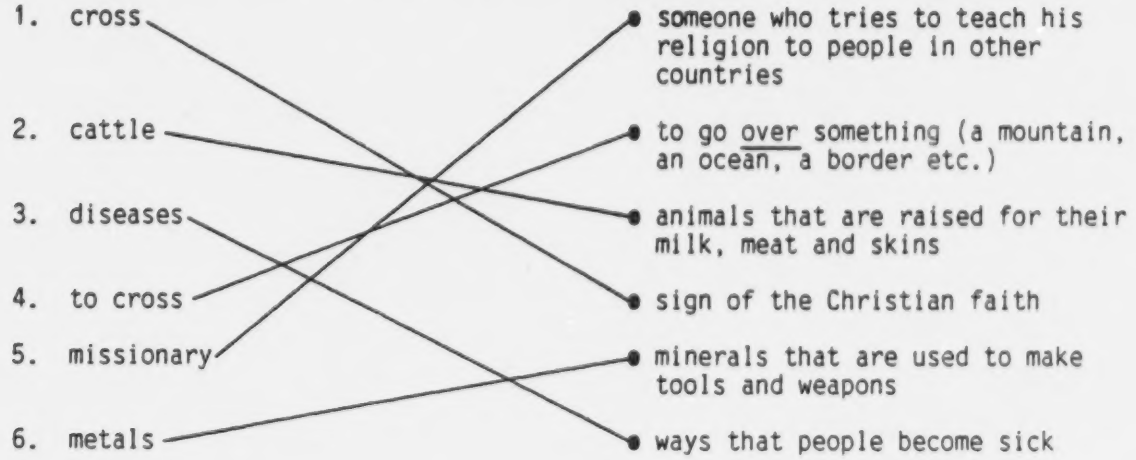
3. el jefe

El jefe de un grupo es él que manda.

4. el esclavo

Un esclavo es una persona que pertenece a otros y tiene que trabajar por ellos gratis.

IV. Read the list of words on the left. Then read the phrases on the right. Draw a line from each word to the phrase that says what that word means.


1. cross
2. cattle
3. diseases
4. to cross
5. missionary
6. metals
someone who tries to teach his religion to people in other countries
to go over something (a mountain, an ocean, a border etc.)
animals that are raised for their milk, meat and skins
sign of the Christian faith
minerals that are used to make tools and weapons
ways that people become sick

The Story of California
Chapter 5: Whole Chapter
"Spanish California"

NAME_____

DATE_____

WORKSHEET 29

I. Responde a cada pregunta con una oración.

1. ¿Por qué navegaron muchos exploradores cerca del "Golden Gate" sin ver la bahía?

_____

_____

2. ¿Por qué escogió el gobierno español San Diego y Monterrey como sitios para construir fuertes?

_____

_____

3. ¿Por qué era muy largo y arduo el viaje desde México hasta California antés que Anza hallara otro camino? (Mira el mapa de California en la primera página del libro.)

_____

_____

4. ¿Por qué quería el gobierno español que vinieran las mujeres y los niños a California?

_____

_____

II. Lee los párrafos que siguen, luego lee los tres posibles encabezados para cada uno. Encierra el que mejor describe el contenido del párrafo.

1. Inglaterra ya tenía colonias en la costa atlántica de Norte América y después de una guerra tomó gran parte de la tierra que tenía Francia en el Nuevo Mundo. Mientras, España se iba haciendo más débil y más pobre. Su gobierno tenía miedo de que Inglaterra se apoderara de California.

A. "Inglaterra y Francia "
B. "España se hace debil y pobre"
C. "España e Inglaterra"

2. En algunos lugares los indígenas se hicieron esclavos, de modo que tenían que trabajar sin pago y no podían regresar a sus pueblos. Muchas veces los soldados los trataban mal. También miles de indígenas murieron de las enfermedades que trajeron los españoles.

A. "Los indios se hacen esclavos"
B. "Como sufrían los indígenas"
C. "Los indígenas murieron"

WORKSHEET 29

IV. Look at the maps on page 100. Then look at a political map of North America today. Answer the questions using both sets of maps.

1. In 1750, England and France both claimed a lot of land in the northern part of North America. What country is that land part of today?

Most of it is part of Canada.

2. Between 1763 and 1776, North America was divided between two countries. Which countries claimed North America then?

Spain and England

3. What were the names of the states that were part of the United States in 1783?

Wisconsin, Michigan, New York, Vermont, Maine, New Hamphire, Rhode Island, Connecticut, Pennsylvania, Maryland, Delaware, Indiana, Ohio, Illinois, Kentucky, Virginia, North and South Carolina, W. Virginia, Mississippi, Tennessee, Alabama, Georgia.

4. Which islands did Spain claim in the Caribbean?

Cuba

5. What is today's name for the part of North America that Spain got back from England by 1783?

Florida

6. What are today's names for the lands claimed by both France and England in 1750 south of the Great Lakes? (Hint: they are often parts of states.)

Wisconsin; part of Minnesota; Indiana; Michigan; Ohio; parts of Pennsylvania, West Virginia, Tennessee, Alabama, Mississippi and Georgia.

7. What is today's name for the island that was divided between Spain and France?

Haiti

8. What do we call the part of North America that was claimed both by the French and the Spanish in 1750? (It is part of a state.)

part of Texas

9. What do we call the part of Central America that the British claimed in 1750?

Honduras

10. What are today's names for the parts of North America along the West Coast that no country claimed by 1783?

Oregon, Washington, British Columbia, Alaska

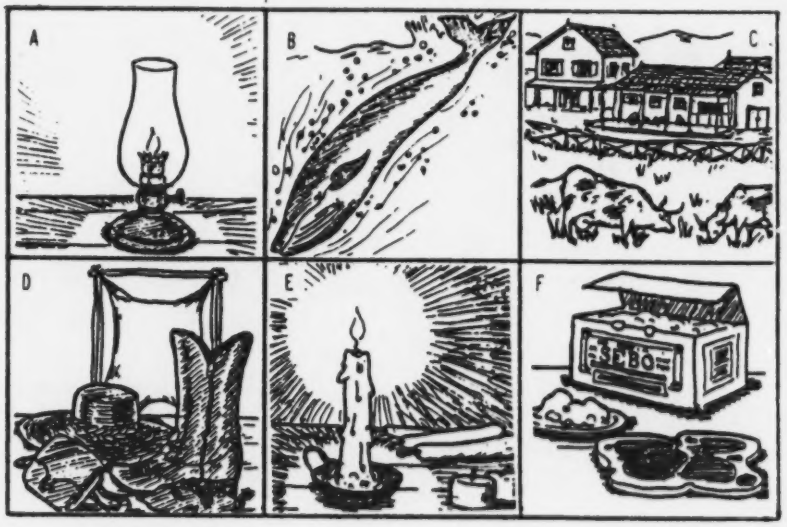
The Story of California
Chapter 6: pages 122-127
"Spanish Settlers,
Ships from Other Countries"

WORKSHEET 30

NAME _____

DATE _____

1. Each of these pictures represents one of the new vocabulary words from pages 122-127. Write a sentence below about each picture using the correct vocabulary word.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

II. Circle the correct answer to each question. Try not to look at the book.

1. Which animal was not raised on California ranches?
   (a) cattle (b) sheep (c) bears (d) horses

2. What could the settlers get from raising cattle?
   (a) wool (b) leather (c) spices (d) string

3. Which thing did the Russian sailors not get by trading?
   (a) clothing (b) water (c) food (d) fur

4. Which country was allowed to trade with the people of California?
   (a) Spain (b) Russia (c) England (d) America

5. Why did the Russians and Americans meet the Californians in secret?
   (a) to talk (b) to hunt (c) to trade (d) to fight

6. Which product was not made on California ranches?
   (a) lamp oil (b) soap (c) candles (d) leather

WORKSHEET 30

III. Responde a cada pregunta con una oración completa. Puedes substituir pronombres por los nombres de las preguntas o a veces omitirlos, como sería natural en la conversación.

1. ¿Qué necesitaban los californianos de México?

_____

2. ¿Porqué no partían los barcos de México hacia California con regularidad?

_____

3. ¿Porqué comerciaban los rusos, los estadounidenses y los californianos aunque estaba prohibido por la ley?

_____

_____

4. ¿Porqué los rusos y los estadounidenses necesitaban negociar con los californianos?

_____

_____

IV. Este cuadro muestra los tipos de productos que vinieron de los animales mencionados en esta sección. Escribe una rayita en el cuadrito adecuado.

Artículos	La Carne	La Ropa	Los Zapatos	Las Luces	El Jabón
La Res	✓	✓	✓	✓	✓
La Oveja	✓	✓			
La Ballena				✓	

The Story of California

Chapter 6: pages 128-131
"Trouble in the Colonies,
Mexican California"

NAME_____

DATE_____

WORKSHEET 31

I. Match each word or phrase on the left with the correct word or phrase on the right.

A. weak	E to trick
B. trouble	F freedom
C. tax	A not strong
D. tribe	B problem
E. to cheat	C money we give to the government
F. independence	D a group of people who live together

II. Sin referencia al libro, escribe una oración sobre cada una de las ideas que siguen(No se necesita tratar directamente de las materias del libro).

1. un puerto

_____

2. negociar

_____

3. la guerra

_____

4. engañar

_____

5. impedir

_____

6. aprovechar

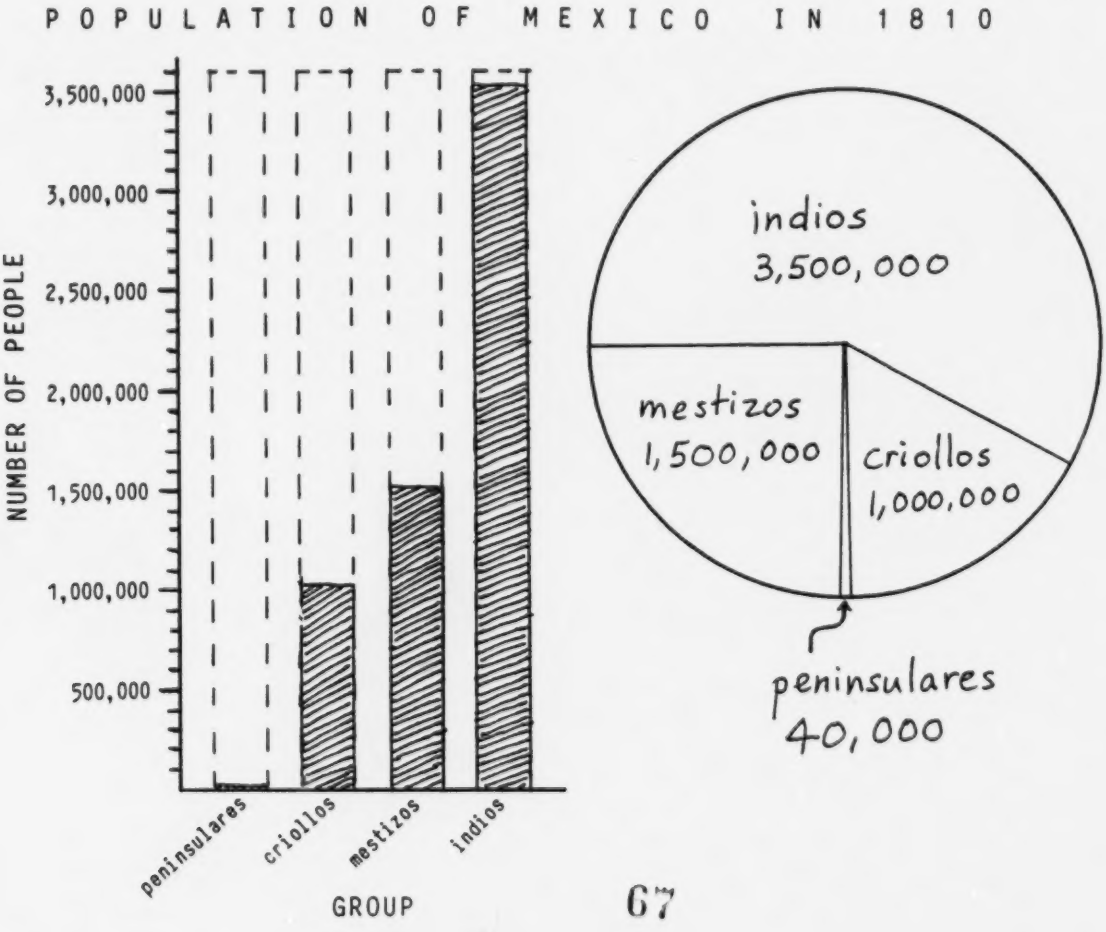
_____

III. Make a Bar Graph and Pie Graph

In 1810, the peninsulares controlled the Mexican government for Spain, yet they were only a small part of the population. At this time there were four distinct groups in Mexico, with these numbers:

40,000	peninsulares	(people of pure Spanish blood, born in Spain)
1,000,000	criollos	(people of pure Spanish blood, born in Mexico)
1,500,000	mestizos	(people of mixed Spanish-Indian blood, born in Mexico)
3,500,000	indios	(people of pure Indian blood)

Use these numbers to complete the graphs below. In the bar graph, shade in each bar to show the size of each group. In the pie graph, write the name and size of each group in the appropriate section of the circle. (One group must be identified outside the circle, below the arrow.)



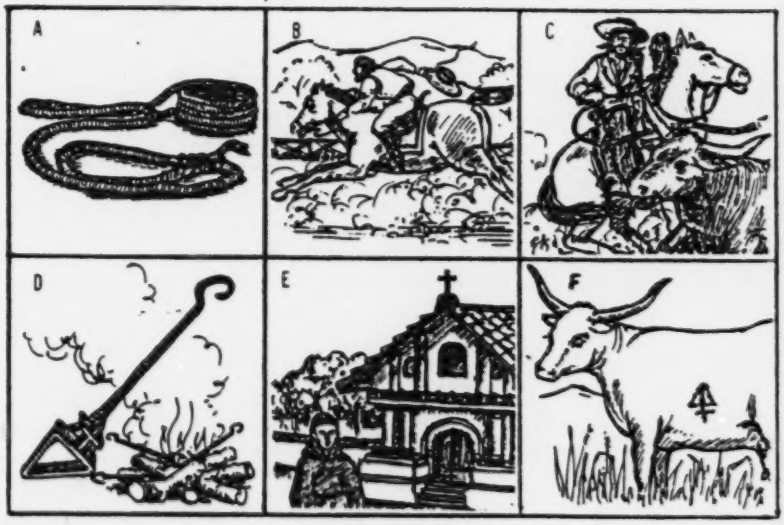
The Story of California
Chapter 6: pages 132-135
"The Big Ranches"

NAME _____

DATE _____

WORKSHEET 32

I. Each of these pictures represents one of the new vocabulary words from pages 132 - 135. Write a sentence below about each picture using the correct vocabulary word.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

II. Match each word or phrase on the left with the correct phrase on the right.

A.	to settle	E	to make
B.	to take care of	D	a day when people rest and have fun.
C.	to start	A	to move to a place and live there
D.	holiday	F	each person
E.	to build	C	to begin
F.	everyone	B	to be responsible for (in charge of)

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WORKSHEET 32

III. Contesta cada pregunta con una oración completa.

1. ¿Porqué había muchos ranchos grandes en los valles de California?

2. ¿Qué te pasaría si fueras un indio que quisiera tierra para establecer un rancho?

3. ¿Comó podían hacerse vaqueros los indios?

4. ¿Por qué hicieron el trabajo doméstico las mujeres?

5. ¿Cuáles fiestas crees que celebraron la gente de la California mexicana?

6. ¿Por qué sería Monterey un buen lugar para establecer la capital de la California mexicana?

IV. Circle the correct answer to each question. Try not to look at the book.

1. Which of the following was not necessary to start a big ranch?
(a) a map of the land (b) a branding iron (c) water (d) tall grass

2. Which of these people was permitted to own a big ranch in Mexican California?
(a) Spanish missionaries (b) Catholic Mexican women (c) California Indian men (d) Catholic Mexican men

3. Cowboys branded cattle so that:
(a) no one could steal them (b) the cows would not run away (c) ranchers would know their own cows (d) cowboys would have something to do

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The Story of California

Chapter 6: pages 136-139
and whole chapter
"Some Americans Came by Land"

NAME _____

DATE _____

WORKSHEET 33

I. Number these events in the order in which they happened. Try not to look at the book.

1 U.S. and Russian sailors had begun to trade with the Californians.

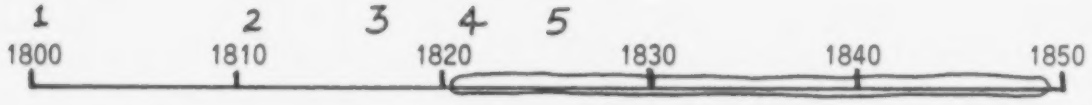
4 Mexico won its war with Spain, and California became part of Mexico.

5 U.S. trappers were the first to come overland to a California mission.

2 Mexicans began to fight for their independence from Spain.

3 Russians built Fort Ross in Northern California.

Now write the number of each event at the appropriate place on the timeline below. Circle the part of the line which shows when California was part of Mexico.



II. Write the proper definition for each word.

jail: a place to lock up prisoners

welcome: receiving someone with pleasure or delight

wild: not tame or domesticated

trappers: people who catch animals to get their fur

Definitions:

— not tame or domesticated
— people who catch animals to get their fur
— receiving someone with pleasure or delight
— a place to lock up prisoners

WORKSHEET 33

III. Escoge el mejor título para estos párrafos. Marca con una X al lado del mejor título.

A. Los vaqueros cuidaban del ganado en los ranchos. Capturaban las reses que escapaban y marcaban el ganado. Otros trabajadores usaban la piel y el sebo de las reses para hacer cosas. Las mujeres trabajaban en los ranchos, haciendo la comida, lavando la ropa y cuidando a los niños.

____ Cuidando del ganado en los ranchos.

__X__ El trabajo de los ranchos.

____ Los hombres y las mujeres trabajaban en los ranchos.

B. En todas las colonias españolas del Nuevo Mundo había problemas, mientras el gobierno Español estaba débil y pobre. Mucha gente de las colonias querían tener su propio gobierno porque a esa gente no le gustaba mandar su dinero a un país lejano que no le ayudaban a menudo. En el año 1810, algunos mexicanos empezaron a luchar por su independencia.

____ El gobierno de España

____ Las colonias y España

__X__ El comienzo de la lucha por la independencia de México.

IV. Answer the questions with a complete sentence.

1. What important things did the Californians get from cattle?

The Californians got beef, leather, candles and soap from cattle.

2. What were the Russians doing in California?

The Russians were trading in California.

3. Why was it against the law for Russian and American ships to trade with the Californians? It was against the law because the Spanish wanted all the money from the New World for themselves.

4. Why did the Mexicans fight for their independence from Spain?

The Mexicans fought for independence because they didn't want to send money to Spain.

5. Who could get land in Mexican California? Catholic Mexican men and some Catholic Indian men could get land.

6. What kind of work was done on the ranches?

(e.g.) They raised animals, grew crops, made things from animal bodies and looked after their buildings.

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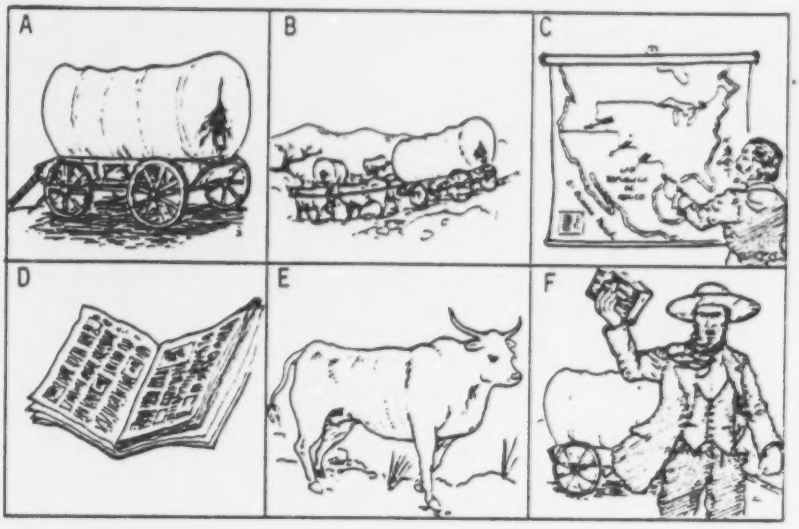
The Story of California
Chapter 7, Pages 142-145
"The U.S. Grew, Across North America"

NAME _____

DATE _____

WORKSHEET 34

I. Write a sentence below about each picture using the correct vocabulary word.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

II. Circle the correct answer to each question without looking at the book.

1. Where did most U.S. citizens live in 1800?
   (a) California (b) the South (c) The Atlantic Coast
   (d) the Midwest

2. Where did the Mexican government let most U.S. people settle in California?
   (a) along the coast (b) The Central Valley (c) the mountains
   (d) near San Diego

3. Where did most early U.S. settlers in the West go, before they went to California?
   (a) Alaska (b) Canada (c) Mexico (d) Oregon

4. Where did the U.S. settlers migrate during the 1840's?
   (a) from the Atlantic to the Pacific (b) from England to Spain
   (c) from Alaska to Florida (d) over the whole continent

WORKSHEET 34

III. Defina cada palabra con una oración.

1. extender

Extender quiere decir hacer más amplio o más largo un rato o un espacio.

2. fértil

Una tierra fértil es una en que pueden crecer las plantas.

3. los campesinos

Los campesinos son personas que trabajan en el campo o en las fincas.

4. una petición

Una petición es un papel firmado por varias personas que piden algo del gobierno.

IV. Answer these questions with a complete sentence. Use the maps on page 142 and a current map of the U.S.

1. Where was the Oregon territory located?

The Oregon Territory was north of California.

2. What part of the present-day continental U.S. was not part of the U.S. in 1847?

California, Nevada, Utah, and Arizona were not part of the U.S. in 1847.

3. Which countries had settled parts of North America in 1769?

The Spanish, French and English had settled parts of North America in 1769.

4. What parts of today's U.S. did Mexico still control in 1826?

Mexico still controlled California, Arizona, Utah, Nevada, New Mexico and Texas in 1826.

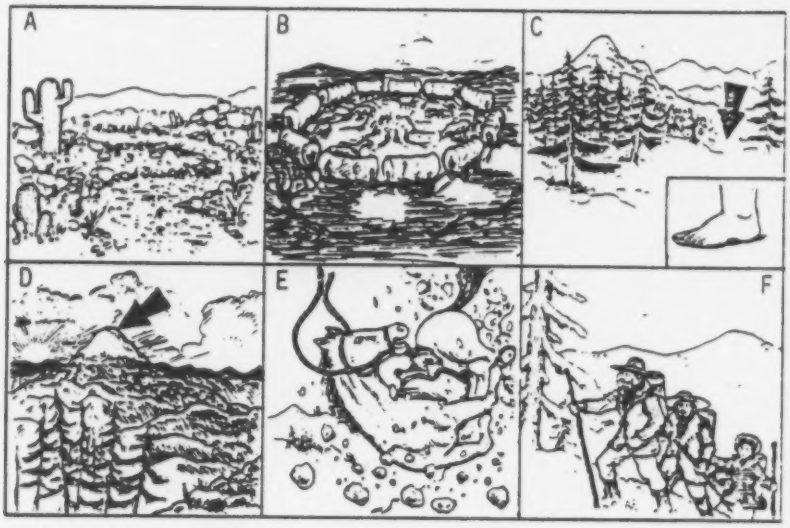
The Story of California
Chapter 7, pages 146-151
"Bidwell's trip, The Donner Party"

NAME _____

DATE _____

WORKSHEET 35

I. Write a sentence below about each picture using the correct vocabulary word.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

II. Look at the map on page 148. Now look at the big map of the U.S.A. in your classroom and answer the questions.

1. What present-day states did Bidwell's party go through on their way to the Sierra Nevada ?

   Kansas, Nebraska, Wyoming, Utah, Nevada

2. What present-day big towns did they go near?

   Cheyenne, Salt Lake City, Reno

3. Are there big highways that go across the country close to Bidwell's trail? What are they?

   U.S. 80

4. Did Bidwell's party cross any other mountains besides the Sierra Nevada ? What were they?

   Yes. They crossed the Rocky Mountains.

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WORKSHEET 35

III. Sin referencia al libro, escribe una oración sobre cada una de las ideas que siguen. La oración no necesita tratar directamente de las materias del libro.

1. las provisiones

2. la falda de la montaña

3. una caravana

4. el desierto

IV. Answer each question with a complete sentence.

1. Why did John Bidwell's party meet in the spring?

They met in the spring so they could cross the mountains when there was no snow.

2. What might have happened to the rest of the group that was supposed to meet in Kansas?

The rest of the group might have gotten killed, or lost their horses or died of hunger or decided to settle somewhere else.

3. Why were the travelers safer with their wagons in a circle at night?

Travelers were safer with their wagons in a circle at night so their animals wouldn't leave and people wouldn't sneak up on them.

4. Why did the Donner party have to eat human meat?

The Donner party had to eat human meat because they ran out of food.

The Story of California
Chapter 7, pages 152-155
"U.S. Interest in California,
Californians Start a Republic"

NAME _____

DATE _____

WORKSHEET 36

I. Read the words on the left and the phrases on the right. Next to each phrase write the number of the correct word.

1.	to build	3	to question, to think about
2.	explorer	5	to act nicely to someone
3.	to wonder	4	to be owned by, to be a member of
4.	to belong to	1	to construct, to make
5.	to be friendly	2	someone who travels to find something new

II. Answer the following questions with complete sentences.

1. Why was the U.S. Government interested in California?

The U.S. government was interested in California because it wanted all of North America to be part of the U.S.

2. Who was John Sutter?

John Sutter was a European with a ranch in the Central Valley who was friendly with the Americans.

3. Where was Sutter's Fort?

Sutter's Fort was at the joining of the Sacramento and American rivers, where Sacramento is now.

4. Why were the U.S. citizens in California afraid of a war between the United States and Mexico?

The U.S. citizens in California were afraid they would lose their land if the U.S. lost the war.

5. What did the flag of the California Republic look like?

The flag of the California Republic had a bear and a star on it.

WORKSHEET 36

III. Escribe una oración completa para definir cada una de las palabras que siguen.

1. el mapa

Un mapa es un dibujo que muestra una parte del surfacio del globo terrestre.

2. el jefe

El jefe de un grupo es él que manda a los otros.

3. pelear

Pelear quiere decir luchar violentamente en una disputa.

4. comenzar

Comenzar quiere decir hacer la primera parte de una acción.

5. rendirse

Rendirse quiere decir abandonar una lucha y ponerse en el poder de su enemigo.

IV. Circle the letter next to the best answer for the following questions. Try not to look at the book.

1. To where did the U.S. Government send explorer ships?
(a) Mexico (b) Spain (c) Oregon (d) Texas

2. Where was John Sutter's ranch?
(a) near Sacramento (b) near Santa Clara (c) Oregon
(d) California Coast

3. Who attacked a Mexican fort in California and captured the leader?
(a) Russians (b) Californians (c) Indians (d) Spanish

4. What was on the flag of the California Republic?
(a) a rifle (b) a bear (c) an eagle (d) thirteen stars

5. From what country did the California Republic declare its independence?
(a) the United States (b) Mexico (c) Russia (d) Spain

The Story of California
Chapter 7, pages 156-159
"War between Mexico and U.S."
and Whole Chapter

NAME _____

DATE _____

WORKSHEET 37

I. Without looking at the book, write a complete sentence about each idea below.

1. surrender

_____

_____

2. to rule

_____

_____

3. busy

_____

_____

4. quiet

_____

_____

II. Answer the following questions with complete sentences.

1. Why did the U.S. win the war against Mexico?

THE U.S. WON THE WAR AGAINST MEXICO BECAUSE IT'S ARMIES WERE BIGGER AND STRONGER.

2. Why did the United States pay Mexico money after the war?

THE U.S. PAID MONEY TO MEXICO TO BUY TEXAS, CALIFORNIA AND THE LAND IN BETWEEN.

3. Why did so few settlers get across the U.S. to California?

VERY FEW SETTLERS GOT ACROSS THE U.S. TO CALIFORNIA BECAUSE OF HARDSHIPS ALONG THE WAY.

4. Why did missionaries settle in California?

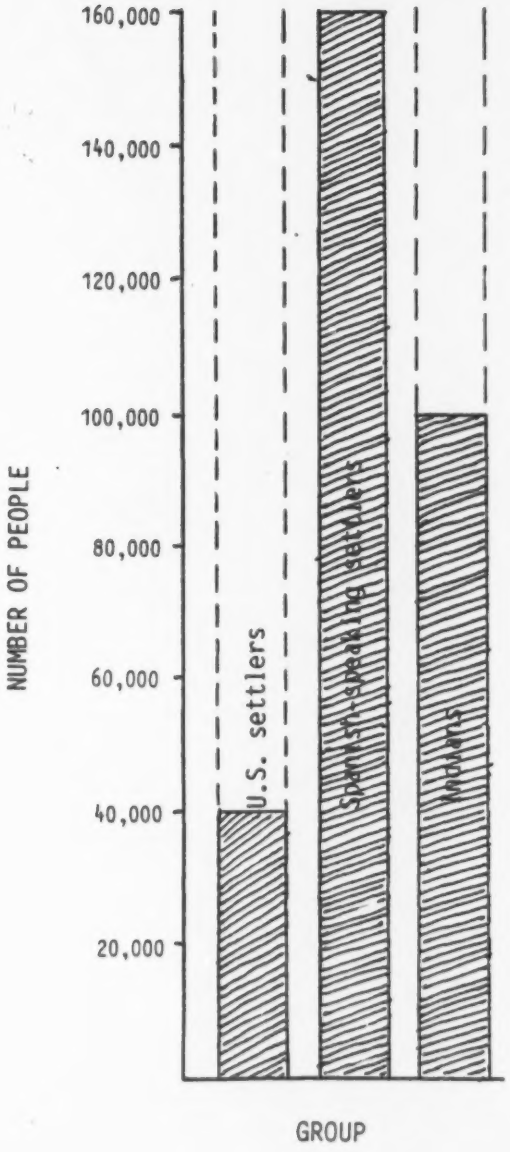
THE MISSIONARIES SETTLED IN CALIFORNIA TO CONVERT THE INDIANS TO CATHOLICISM.

WORKSHEET 37

III. Make a Bar Graph and a Pie Graph.

In 1848, there were about 200,000 settlers living in California. 40,000 of them were from the U.S. There were also about 100,000 Indians living there. Use these numbers to complete the graphs below. In the bar graph, shade in each bar to show the size of each group. In the pie graph, write the name and size of each group in the appropriate section of the circle.

POPULATION OF CALIFORNIA IN 1848



The Story of California
Chapter 7: Whole Chapter
"California Becomes Part of the U.S."

NAME_____

DATE_____

WORKSHEET 38

I. La mayoría de los párrafos en cualquier libro tiene una oración clave, es decir una oración que expresa la idea más importante del párrafo.

Ejemplo:

Marta abrió el gabinete y lo cerró frunciendo el entrecejo. La pelota no estaba allí adentro. Marta buscaba la pelota porque le daban muchas ganas de jugar fútbol. Corrió al cuarto de su hermano José pero tampoco estaba allí. Al fin la encontró en la sala detrás del sillón.

La oración clave es la tercera: "Marta buscaba la pelota porque le daban muchas ganas de jugar fútbol."

Lee los párrafos que siguen y escribe la oración clave en el renglón debajo de cada uno.

1. Ellos cruzaron el desierto. Era difícil viajar con carretas por esas tierras arenosas y llenas de rocas. Al fin tuvieron que dejar las carretas y seguir su viaje a caballo. Muchas veces, creían que iban a morir. Después de muchas semanas llegaron a la falda de la Sierra Nevada.

Ellos cruzaron el desierto.

2. El gobierno de los Estados Unidos mandó barcos a la costa de California y también exploradores por tierra para hacer mapas del territorio de California. También el hacendado John Sutter había construido un fuerte que tenía las paredes muy anchas y guardaba muchas armas. ¿Buscaban problemas con el gobierno mexicano Sutter y los estadounidenses?

¿Buscaban problemas con el gobierno mexicano Sutter y los estadounidenses?

3. Las tierras al oeste de los EE.UU. se podían adquirir gratis si uno quería hacer un viaje largo y difícil. Muchos campesinos estadounidenses hicieron el viaje al oeste. Los campesinos viajaban con sus familias en carretas tiradas por bueyes o caballos. Tenían que subir montañas, cruzar ríos y desiertos.

Muchos campesinos estadounidenses hicieron el viaje al oeste.

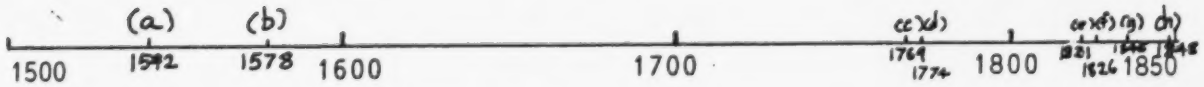
4. California había pertenecido a los indios. Después llegaron de México los misioneros españoles, los soldados y los colonizadores. Más tarde, el gobierno mexicano gobernó a California y los colonizadores mexicanos empezaron sus haciendas. Después de una guerra con México, Estados Unidos se apoderó de California. California había pasado por varios cambios muy grandes.

California había pasado por varios cambios muy grandes.

WORKSHEET 38 .

II. Use a scale of 1 mm.= 2 years to mark the following events on the time line below. (You will have to look in the book for the dates.) Write the letter of the event at the proper place above the time line and the date below it.

(a) Cabrillo sailed along the California Coast (p. 90-91)
(b) Drake claimed California for England (p. 92-93)
(c) Portola and Serra went to San Diego (p. 102-105)
(d) Anza found an easier trail from Mexico (p. 106-109)
(e) Mexico became independent from Spain (p. 130-131)
(f) Jed Smith's party came to California (p. 136-139)
(g) Some Californians declared a Republic (p. 154-155)
(h) California joined the United States (p. 156-157)



III. Write a complete sentence to answer each question. In your sentence, substitute the proper pronoun for the first major person or place in the question.

Example:

A. Why did Mexico go to war with the U.S.?

It went to war with the U.S. because it wanted to keep Texas.

B. Why did the U.S. go to war with Mexico?

It went to war with Mexico to get more land for the U.S.

C. Why did the Californians declare an independent republic?

They declared it because they wanted independence from Mexico.

D. Did Mexico win the war with the U.S.?

No, it lost the war with the U.S.

The Story of California
Chapter 8, Pages 162-167
"The Story of the Gold Rush"
WORKSHEET 39

NAME _____

DATE _____

I. Write a sentence in which you use the new vocabulary word. Write about something you read in the book.

A. foothills: _____

_____

B. carpenter: _____

_____

C. river bed: _____

_____

D. excited: _____

_____

E. promise: _____

_____

F. rush: _____

_____

II. Answer the following questions with a complete sentence, substituting a pronoun for the key words or names in the question.
EXAMPLE:
Question: Where did John Sutter build his mill?

Answer: He built his mill near Sacramento. OR: He built it near Sacramento.

1. Who was James Marshall?

He was a carpenter working for John Sutter, who discovered gold.

2. When was gold discovered in California?

It was discovered in 1848.

3. What makes the wheel of a sawmill move?

Water from the river makes it move.

4. Why did Sutter and Marshall want to keep the discovery of gold a secret?

They wanted to keep it a secret so that they could keep the gold for themselves.

WORKSHEET 39

III. Escribe una oración completa para definir cada una de las palabras que siguen:

1. secreto

Mantener algo secreto quiere decir no dejar otras personas saber nada de ello.

2. aserradero

Un aserradero es un edificio en que hay maquinaria para cortar la madera.

3. prometer

Prometer quiere decir asegurar a alguién que uno va a hacer algo sin ninguna duda.

4. visitante

Un visitante es una persona que queda en un lugar brevamente sin establecerse allí.

5. pesado

Algo es pesado cuando pesa mucho.

IV. Answer the following questions with a complete sentence.

1. What was the Gold Rush?

The Gold Rush was when many people came to northern California in 1849 looking for gold.

2. In what part of California was gold first found?

Gold was first found in the American River in the Central Valley.

3. How can you tell if something that is shiny and yellow is really gold?

It is very heavy and will not break when you hit it with a hammer.

The Story of California
Chapter 8, Pages 166-171
"Many Americans Came to California"

NAME _____

DATE _____

WORKSHEET 40

I. Use the map on p. 168 to help you answer the following questions.

1. From what eastern city did most ships leave?

   New York

2. Which ocean trip was longer in miles, the northern or southern trip?

   the Southern trip

3. Which country in Central America did people have to cross by land?

   Panama

4. How many trails crossed North America by land?

   two

5. How many miles was the shorter ocean trip?

   about 6,750 miles

II. Sin referencia al libro, escribe una oración sobre cada una de las ideas que siguen:

1. los barcos llenos _____

2. el clima de Panamá _____

3. las rutas a California _____

4. "El Valle de la Muerte" _____

5. alojarse _____

WORKSHEET 40

III. Circle the letter next to the correct answer to the following questions: Try not to look in the book.

1. How many ways could ships travel between the East and West Coast of North America?

(a) one (b) two (c) three (d) four

2. Which trip to California was the longest in miles?

(a) across Panama (b) the northern trail (c) around South America (d) the southern trail

3. What was the problem with crossing the Sierra Nevada Mountains in the winter?

(a) snow (b) earthquakes (c) unfriendly hunters (d) heavy rains

4. Why was the southern trail hard to use?

(a) dangerous animals (b) unfriendly Indians (c) hot, dry weather (d) big mountains

5. What was the easiest way to go to California from the East Coast?

(a) northern trail (b) southern trail (c) across Panama (d) none of the ways was easy

IV. Match each word on the left with the correct word or phrase on the right.

1. late	4	make a hole
2. middle	1	after the correct time
3. dangerous	5	fast
4. dig	2	center
5. quick	6	get to
6. reach	3	not safe

The Story of California
Chapter 8, pages 172-177
"The Forty-Niners", "Mining Gold"

NAME _____

DATE _____

WORKSHEET 41

I. Write a sentence in which you use the new vocabulary word. Write it about something you read in the book.

A. tents: _____

_____

B. gold fields: _____

_____

C. lawless: _____

_____

D. hanged: _____

_____

E. stream: _____

_____

F. wooden: _____

_____

II. Write the correct word to go with each definition. Look in the book (p. 172-177) if you have trouble.

1. cooked — food prepared to be eaten
2. the coast — land along the water
3. a law — a rule
4. to clean — to remove dirt from
5. an opening — a hole or open space
6. a piece — a part

WORKSHEET 41

III. Answer these questions with a complete sentence.

1. Why do you think most of the forty-niners were men?

_____

_____

2. Why did stores sell things at very high prices during the Gold Rush?

_____

_____

3. Why would nothing happen if an Indian were killed?

_____

_____

4. What were some of the ways that the "forty-niners" destroyed the land?

_____

_____

5. How did the heavy weight of gold help the miners to find it?

_____

_____

IV. Identifica la oración clave en los párrafos indicados.

1. Página 173, el primer párrafo

A las personas que llegaron a California en el año 1849 se les llama "los del cuarenta y nueve".

2. Página 173, el tercer párrafo

Al principio los mineros vivían en casas de campaña.

3. Página 173, el cuarto párrafo

Muchos mineros no se hicieron ricos buscando oro, pero había otras formas de hacer dinero.

The Story of California
Chapter 8, pages 178-185
"China Before 1850", "Chinese Miners"

NAME _____

DATE _____

WORKSHEET 42

I. Answer these questions with a complete sentence, substituting a pronoun for the main words or names in the question.

1. In what Chinese city did Europeans and Americans trade before 1850?

They traded in Canton.

2. Who received a Chinese farmer's land after he died?

His oldest son usually recieved his land.

3. How long did it take to cross the Pacific Ocean from China?

It took about 95 days to cross it.

4. What were the Chinese Six Companies?

They were a group that helped Chinese new-comers in San Francisco.

5. How did the Chinese get from San Francisco to Sacramento?

They got there by boat.

II. Escribe una oración completa para definir cada una de las palabras que siguen.

1. ganarse la vida

Lo que hace uno para ganarse la vida es el modo de que obtiene lo que necesita para vivir.

2. los recién llegados

Los recién llegados serían personas que hayan venido a un lugar hace poco tiempo.

3. las cosechas

Las cosechas son plantas que se cultivan en los campos y con cuales se hacen ropa, comida etc.

4. los comerciantes

Los comerciantes son personas que se ganan la vida por medio del comercio.

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WORKSHEET 42

III. Circle the correct answer to the following questions.

1. Who won the Opium War?
   (a) America (b) China (c) Manchuria (d) England

2. How did nature cause the Chinese a lot of trouble?
   (a) floods (b) snow (c) dust storms (d) tornadoes

3. From what part of China did the Manchurians come?
   (a) West (b) East (c) North (d) South

4. Why did many Chinese men go to California?
   (a) to settle farms (b) to get rich mining gold
   (c) to see their families (d) to trade goods

5. Where did the Chinese ships land in California?
   (a) Sacramento (b) Monterey (c) San Francisco
   (d) Los Angeles

IV. Answer these questions with a complete sentence.

A. The book says (p. 178) that before 1850, the Manchurian government in China didn't want ships from other countries to trade with China. Earlier in the book you read about a similar situation.

Who was involved in that similar situation?

_____

What were the results of these two situations?

_____

_____

_____

B. Why did the Americans in the gold fields fight with the Chinese, Indians, and Mexicans?

_____

_____

C. Do you think the Chinese, Indians and Mexicans fought very much among themselves? Why or why not?

_____

_____

_____

The Story of California

Chapter 8, pages 184-187
"Indians During the Gold Rush,"
"California Becomes a State"

NAME _____

DATE _____

WORKSHEET 43

I. Answer the following questions with a complete sentence.

1. How did most California Indians feel about the Gold Rush? Why?

_____

_____

2. If an Indian killed a miner, do you think he went to jail?

_____

_____

3. Why were the miners and settlers able to take over all the Indians' land?

_____

_____

4. Where do you think the Indians went after they were driven off their land?

_____

_____

5. Why didn't the miners respect the rights of the Indians?

_____

_____

II. Sin referencia al libro, escribe una oración completa sobre cada una de las ideas que siguen.

1. una constitución bilingüe _____

_____

2. la población _____

_____

3. hacerse estado _____

_____

WORKSHEET 43

III. Identifica las oraciónes claves en los párrafos indicados.

1. Página 187, el tercer párrafo

El 9 de septiembre de 1850 el presidente de los Estados Unidos firmó el papel que convirtió a California en un nuevo estado.

2. Página 187, el segundo párrafo

Los dirigentes de todas partes de California se reunieron, hicieron leyes y escribieron una constitución.

3. Página 183, el cuarto párrafo

California continuaba siendo un lugar sin leyes.

4. Página 167, el segundo párrafo

Esto fue el comienzo de la Fiebre de Oro en California.

5. Página 167, el cuarto párrafo

Muchas personas que vivián cerca del Océano Atlántico trataron de llegar a California por barco.

IV. Place the events listed below under the correct date on the timeline.

Forty-Niners came to California
Gold discovered
Spanish/English California Constitution written
California became a state
Chinese heard about the "Golden Mountain"

1848	1849	1850
Gold discovered	Forty-niners came	Chinese heard about "Golden Mountain"
	Constituhon written	California became state

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The Story of California

Chapter 9, pages 190-193
"Transportation and Communication",
"Stagecoach", "Pony Express"

NAME _____

DATE _____

WORKSHEET 44

I. Answer the following questions with complete sentences.

1. What was the problem with sending things by ship from the east coast to the west coast?

Ships took 110 days to go from the East coast to the West coast.

2. What did stagecoaches carry?

Stagecoaches carried mail, passengers and sometimes gold.

3. Why did stagecoaches need a person to carry a gun?

They needed a person with a gun because Indians or robbers might attack the stagecoach.

4. How did the Pony Express Company go across the country so quickly?

The Pony Express went across the country quickly because the riders rode day and night and changed their horses often.

5. Why did the Pony Express Company last only a short time?

It only lasted a short time because the telegraph was invented.

II. Escribe una oración completa para definir cada una de las palabras que siguen.

1. fresco Fresco quiere decir nuevo, puro o no agotado.

2. durar Durar quiere decir mantenerse en la misma forma por un rato considerable.

3. la diligencia La diligencia era un tipo de carreta, que llevaba la gente y el correo a través de la parte oeste de los EE.UU.

4. el pasajero Un pasajero es alguién, llevado por un vehículo, que no es el conductor.

WORKSHEET 44

III. Circle the phrase that answers the question correctly. Try not to look at the book.

1. How many people did a stagecoach usually carry?
   (a) fifteen (b) eleven (c) seven (d) two

2. What did the Pony Express carry?
   (a) passengers (b) goods (c) mail (d) horses

3. Which of the following is not a means of transportation?
   (a) covered wagon (b) stagecoach (c) ship (d) sawmill

4. What route did the stagecoach take?
   (a) through southern Canada (b) through the southern desert
   (c) through northern Mexico (d) through the northern U.S.

5. Which of the following was not a reason for the stagecoach to stop?
   (a) for the passengers to rest (b) to get fresh horses
   (c) to get food and water (d) to look for gold

IV. Answer the question with a complete sentence.

1. Why did the stagecoaches go on a southern trail?

_____

_____

2. In 1856, $1.00 was a lot of money. Why was the Pony Express so expensive?

_____

_____

3. Why didn't they make stagecoaches big enough for twenty passengers?

_____

_____

4. The Pony Express riders changed their horses at the stopping places. Why didn't riders change too?

_____

_____

The Story of California

Chapter 9, pages 194-199
"Telegraph," "Transcontinental Railroad"

NAME _____

DATE _____

WORKSHEET 45

I. Write a sentence in which you use these new vocabulary words. Write about something you read in the book.

A. invention _____

_____

B. tunnel _____

_____

C. fill _____

_____

D. wires _____

_____

E. code _____

_____

II. Escribe una oración completa para definir cada una de las palabras que siguen:

1. el ferrocarril El ferrocarril consiste en dos rieles ligados por traviesas de madera, sobre que se mueven los trenes.
2. mandar Mandar quiere decir dar un orden o enviar algo.
3. las herramientas manuales Las herramientas manuales son herramientas que se mueven solamente por la fuerza de la mano.
4. la comunicación La comunicación ocurre cuando la información pasa de una persona a otra.
5. el puente Un puente es algo que se construye para extender un camino sobre un espacio en que no hay tierra firme.

WORKSHEET 45

III. Write a definition for each of the words below.

1. sound A sound is a noise that can be heard.
2. to loan To loan is to give somebody something that she or he will give back.
3. to make a living To make a living is to work to get the things we need to live.
4. to build To build is to make something.
5. steam engine A steam engine is a motor that burns wood or coal to heat water into steam.

IV. Find the key sentence in each of the paragraphs indicated below.

1. Page 194, 1st paragraph

   The telegraph was a new invention at this time.

2. Page 196, 1st paragraph

   Some men started companies to build a railroad across the United States.

3. Page 196, 4th paragraph

   It was very hard work making a railroad across the high Sierra Nevada Mountains.

4. Page 198, 4th paragraph

   The railroad helped California become part of the United States.

The Story of California
Chapter 9, Pages 200-205
"More New Inventions"

NAME _____

DATE _____

WORKSHEET 46

I. Write a sentence in which you use a new vocabulary word. Write about something you read in the book.

1. coal _____

_____

2. radios _____

_____

3. trucks _____

_____

4. muscles _____

_____

5. cable cars _____

_____

II. Circle the phrase that answers the question correctly. Try not to look at the book.

1. What were steam-engines not used for?
   (a) river ships (b) factory machines (c) street cars
   (d) farm machines (e) ocean ships

2. What was not burned in steam-engines?
   (a) wood (b) gas (c) coal (d) oil

3. Which one does not use a gas-engine?
   (a) airplane (b) car (c) street car (d) truck

4. Which was not used to move things before the middle of the nineteenth century?
   (a) people's muscles (b) animals (c) the wind
   (d) steam engines (e) running water

5. What did the gas-engine and electric machines not help the people of California to do?
   (a) do more work in less time (b) make many new jobs
   (c) go more quickly from place to place (d) keep the air clean

WORKSHEET 46

III. Escribe una oración para definir cada una de las palabras siguientes:

1. el aceite El aceite is un líquido negro que sacan de la tierra y que se puede quemar.
2. un siglo Un siglo dura por cien años.
3. el carro de cable El carro de cable es un carro tirado por un cable sin fin que se mueve en una ranura en la calle.
4. el carbón El carbón es una materia dura y negra que quema facilmente.
5. la invención Una invención es algo nuevo que hace uno para mejorar la vida.

IV. Answer each question with a complete sentence.

1. What was a new job that was made by the gas-engine? _____
2. How did machines help farmers get more food from the land? _____
3. Why are gas engines easier to use than steam engines? _____
4. Why did cities grow around the harbors on the California Coast? _____
5. Why can airplanes go faster than cars or trucks? _____

The Story of California
Chapter 9, pages 190-205
Whole Chapter

NAME _____

DATE _____

WORKSHEET 47

I. Find the key sentence in each of the following paragraphs.

1. Page 190, second paragraph

One group of people started a stagecoach company in 1852.

2. Page 200, third paragraph

One of the most important inventions was the steam-engine.

3. Page 202, third paragraph

Other inventions changed California, too.

4. Page 204, second paragraph

These new inventions changed the lives of the people of California.

II. Answer the following questions with a complete sentence, substituting a pronoun for the key words or names in the questions.

1. What was the telegraph? It was an invention which sent sound through electric wires.

2. Did the stagecoach companies use a southern or a northern trail?

They used a southern trail.

3. Before the 20th century, in what ways could a person travel across country?

He could travel by foot, horse, stagecoach, wagon, or ship.

4. What does a steam engine need to burn to make it work?

It needs to burn wood, coal or oil.

5. Before telephones were invented, how could a person talk to someone in another city?

They couldn't.

6. To where did railroads go by 1890?

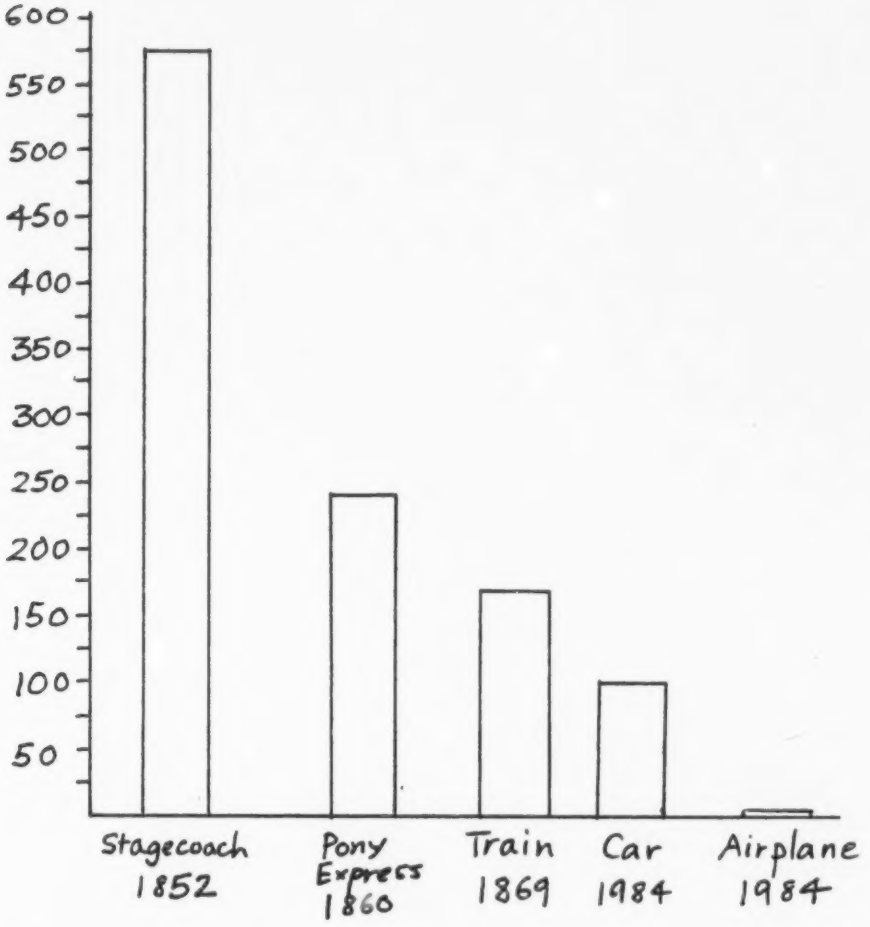
They went all across the U.S.

WORKSHEET 47

III. Make a Bar Graph

During the nineteenth and twentieth centuries, new inventions made it possible to go across the United States in less and less time. Use the following list to make a bar graph of the times taken by different inventions to cross the continent from East to West.

(i)	Stagecoach 1852	— 575 hours
(ii)	Pony Express 1860	— 240 hours
(iii)	Train 1869	— 170 hours
(iv)	Car 1984	— 100 hours
(v)	Airplane 1984	— 5 hours



(Scale = 1mm = 5 hours; 5mm= 25 hours)

The Story of California
Chapter 10, pages 209-212
"Gold", "Lumber from the Forests"

WORKSHEET 48

NAME _____

DATE _____

I. Answer the following questions, substituting pronouns for the key words in the question.

1. What types of businesses were started near California's harbors?

Stores, banks and factories were started there.

2. For what purposes was lumber used?

It was used to build houses, stores, farms, ships and railroads.

3. What is a sawmill?

It is a factory for cutting trees up into lumber.

4. Where are the biggest trees in the world?

They are in California.

5. In what parts of California do redwood trees grow?

They grow in the northern Coastal and Sierra Nevada mountains.

6. What did lumber companies do that made forests useless for many years?

They cut down too many trees so that the soil washed away.

II. Match each word with its definition.

1.	lumber	2	a group of people who make or sell things to make money
2.	company	5	having no use or value
3.	mining	6	the top layer of earth in which plants grow
4.	redwood	1	wood that has been cut into boards
5.	useless	4	very large trees whose wood is very strong and good for building
6.	soil	3	digging metals and other things from the earth

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WORKSHEET 48

III. Answer the following questions with a complete sentence.

1. Why did cities grow near coastal harbors?

2. Why did big companies mine for gold by the 1860's instead of individual miners?

3. Why did the lumber companies not worry about ruining the forests?

4. Where do you think most of the lumber companies were located?

5. Why were laws made to govern lumber and mining companies?

IV. Find the key sentence in each of these paragraphs. Then copy the sentence here.

1. Page 209, second paragraph

These companies dug deeper and deeper into the hills and rivers.

2. Page 211, first paragraph

Lumber became very important to the people who came to California.

3. Page 211, third paragraph

People started lumber companies.

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The Story of California
Chapter 10, pages 213-218
"Grasslands", "Changing the Central Valley"

NAME_____

DATE_____

WORKSHEET 49

I. Answer the questions below with a complete sentence.

1. Why were there big fights between cattle and sheep ranchers in the Central Valley?

There were big fights because the sheep ate the grass to the roots, so that there was no grass left for the cattle.

2. How did canals help change dry land?

They carried water to the land so that plants could grow better there.

3. What helped farmers to stop flooding?

They built dams, dug deeper r verbeds and put dirt and rocks along the rivers.

4. Why were railroads important to the people in the Central Valley?

The railroads carried things from the farms to the cities so that they could be sold.

II. Circle the correct answer to each question. Try not to look at the book.

1. What kind of animals could feed on government land for free?

(a) sheep (b) pigs (c) cattle (d) both (a) and (c)

2. How did the Central Valley farmers stop the river water from flooding?

(a) they put rocks into the rivers (b) they made dams
(c) they made canals (d) they couldn't stop it

3. What do we call the rivers made by farmers to irrigate their land?

(a) bays (b) river-beds (c) canals (d) dams

4. What kind of workers did a lot of the work in controlling floods?

(a) Mexican (b) Indian (c) Chinese (d) Spanish

5. How did the farm products get to the cities between 1870 and 1900?

(a) train (b) covered wagon (c) truck (d) horse

WORKSHEET 49

III. Escribe una oración para definir cada una de las palabras que siguen.

1. la irrigación La irrigación es lo que hacen para llevar agua a las tierras arenosas.
2. transformar Transformar quiere decir cambiar completamente.
3. ahondar Ahondar quiere decir hacer más profundo.
4. la hacienda Una hacienda es una finca grande.
5. las praderas Las praderas son las tierras cubiertas de zacate donde comen los ganados.

IV. Find the key sentence in each of these paragraphs and then write it in the space.

1. Page 213, third paragraph:

   The grasslands got smaller and smaller.

2. Page 215, second paragraph:

   In the winter the rivers often flooded.

3. Page 217, second paragraph:

   In the eastern United States, many people became rich by drilling oil wells.

4. Page 217, last paragraph:

   Some oil companies began to look for more oil there.

The Story of California
Chapter 10, pages 217-222
"Discovery of Oil,"
"A New Kind of Orange"

NAME _____

DATE _____

WORKSHEET 50

I. Write a sentence in which you use the new vocabulary word. Write about something you read in the book.

A. seed _____

_____

B. wells _____

_____

C. grapefruit _____

_____

D. insect _____

_____

E. branch _____

_____

F. pipe _____

_____

II. Answer the following questions with a complete sentence, substituting pronouns for the key words in the question.

1. How do you get oil from inside the earth?

You get it by drilling a hole down into the earth and putting a pipe in to bring the oil out.

2. Where was California's oil first discovered?

It was first discovered in Southern California.

_____

3. What types of transportation use oil?

Cars, ships, trucks and airplanes use it.

_____

WORKSHEET 50

III. Write a definition for each word. Look in the book (p. 217-222) if you need help.

1. navel orange A navel orange is a kind that has no seeds and can only be grown by grafting.
2. to graft To graft means to cut a branch from one tree and fix it to another tree.
3. agriculture Agriculture means growing plants in fields for food, clothing and other things.
4. whale A whale is a big animal that lives in the sea.
5. poison Poison is something that kills people or animals if they eat it.

IV. Answer the following questions with a complete sentence.

1. Why is oil called "black gold"?

2. Why couldn't the orange trees from South America be planted anywhere else?

3. Why were navel oranges better than other kinds of oranges?

4. What type of fruits were easily grown in California?

The Story of California
Chapter 10, pages 223-228
"Water", "Nature Caused Problems"

NAME _____

DATE _____

WORKSHEET 51

I. Write the correct definition for each word. Look in the book (p.223-228) if you need help.

1. earthquake An earthquake is when the earth moves quickly or shakes.
2. to bury To bury means to cover with earth or stones.
3. to waste To waste something means to use it badly.
4. to change To change means to make ourselves or something else different.
5. fault line A fault line is where two parts of the earth can move in different directions.

II. Answer the following questions with a complete sentence.

1. Why is water the most important natural resource?
   It is the most important natural resource because nothing can live without it.
2. What are some uses for dams and the lakes behind them?
   Dams help stop floods and store water in lakes where we can go fishing or boating.
3. What natural events cause problems for people?
   Fires, earthquakes, floods and storms cause problems for people.
4. What is the biggest earthquake fault line in California?
   The biggest fault line is the San Andreas Fault.

WORKSHEET 51

III. Find the key sentence of the following paragraphs in the book. Write the sentences below.

1. Page 223, first paragraph

Water is the most important natural resource.

2. Page 223, third paragraph

As the population grows, more water will be needed.

3. Page 225, first paragraph

But there are times when people cannot change nature.

4. Page 227, second paragraph

The city was destroyed.

IV. Use the map on page 223 in the book and a wall map of California to help you write short answers to these questions.

1. To what city do most of the big pipes (canals) in California carry water?

Los Angeles

2. Much of the water for the San Diego and Los Angeles Area comes through pipes (canals) from another state. Which state? What river is the water from?

from Colorado, from the Colorado river

3. Why does the Los Angeles - San Diego area need so much water brought in from outside?

Because they are big cities in a very dry place with no big rivers or streams.

4. Which river in California has two dams on it?

the Sacramento